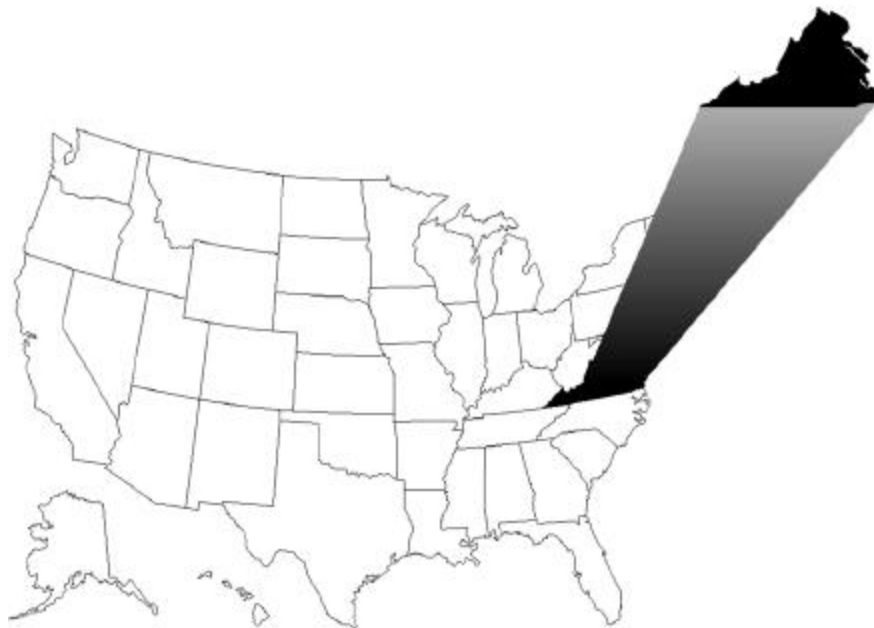


— 1999 DETAIL REPORT —

**VIRGINIA STATE  
ASSESSMENT PROGRAM**

**STANFORD**  
ACHIEVEMENT TEST SERIES  
*Ninth Edition*



The *Virginia State Assessment Program 1999 Detail Report* was prepared by the Virginia Department of Education, Division of Assessment and Reporting, P.O. Box 2120, Richmond, VA, 23218-2120.

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## EXECUTIVE SUMMARY

During the period of September 13-October 15, 1999, the *Stanford Achievement Test Series*, Ninth Edition, Form TA, Abbreviated (*Stanford 9*) was administered to over 258,000 students throughout Virginia in grades 4, 6, and 9. This was the third administration of *Stanford 9* as the norm-referenced component of the Virginia State Assessment Program (VSAP)—the first administration occurred in Spring 1997 when *Stanford 9* was taken by students in grades 3, 5, 8, and 11. The second administration took place in Fall 1998.

### Numbers and Percentages of Students Tested

The table below indicates the number and percentage of students tested statewide at each of the three grade levels in Fall 1999 as well as corresponding data from the previous administrations.

Table 1.1— Number / Percent of Students Tested, 1997-1999:

	Spring 1997		Fall 1998		Fall 1999	
	Number	Percent	Number	Percent	Number	Percent
<b>grade 4</b> (grade 3 in '97)	81,087	95%	85,434	96%	<b>87,411</b>	<b>96%</b>
<b>grade 6</b> (grade 5 in '97)	81,171	96%	82,588	96%	<b>82,963</b>	<b>95%</b>
<b>grade 9</b> (grade 8 in '97)	78,382	95%	85,527	93%	<b>87,857</b>	<b>92%</b>

### Statewide Percentile Ranks

Test levels administered in Fall semesters to grades 4, 6, and 9 are the same as those administered to grades 3, 5, and 8 respectively in Spring 1997. However, Virginia's Fall semester percentile ranks are based on comparison to a Fall standardization of *Stanford 9* while the Spring 1997 percentile ranks were based on a Spring standardization. As a result, it is important to remember that a given raw score is unlikely to yield the same percentile rank in both Fall and Spring scoring. This does not affect the usefulness of percentile ranks in drawing comparisons between Virginia's achievement and the national average or comparing Virginia's achievement in a given Fall semester relative to another Fall semester (i.e., to determine growth, gain, or loss). This situation does, however, make comparison of any Fall semester percentile ranks to Spring 1997—whether at the student, school, division, or state level—statistically invalid.

#### **Virginia's Performance Well Above the National Average**

Regardless of the time of year at which a nationally normed test is administered, national average performance in the test's standardization always falls at the 50th percentile. Table 1.2 on page 6 confirms that across the three grades tested, Virginia's Fall 1999 achievement was at or above the national average in 28 (85%) of the 33 *Stanford 9* subtests and content area totals. Because valid comparison of percentile ranks from both Fall administrations (1998 and 1999) is possible, Table 1.2 includes percentile ranks from each of those years.

The following specific points are also indicated in Table 1.2:

- Achievement in grade 4 was above the national average in 10 of the 11 subtests and content area totals, and up in all subtests and totals when compared to 1998.
- In grade 6, achievement was also above the national average in 10 of the 11 subtests and content area totals. As in grade 4, scores were up from 1998 in all subtests and totals.
- Achievement of Virginia's ninth grade students was at or above the national average in 8 of the 11 subtests and content area totals. Compared to 1998, scores were up in all but one of the various subtests and content area totals.

Table 1.2 – Fall 1999 Statewide Percentile Ranks

		Stanford 9 level and grade tested					
		Primary 3 grade 4		Intermediate 2 grade 6		Advanced 2 grade 9	
		1998	1999	1998	1999	1998	1999
	Reading Vocabulary	47	49	58	59	56	57
	Reading Comprehension	50	53	58	59	60	62
	<b>TOTAL READING</b>	<b>50</b>	<b>52</b>	<b>58</b>	<b>59</b>	<b>58</b>	<b>60</b>
	Mathematics: Problem Solving	57	61	64	67	58	61
	Mathematics: Procedures	51	54	52	55	46	44
	<b>TOTAL MATHEMATICS</b>	<b>53</b>	<b>57</b>	<b>58</b>	<b>62</b>	<b>54</b>	<b>55</b>
	Prewriting	52	55	42	43	47	49
	Composing	50	53	54	55	52	54
	Editing	57	59	57	60	48	49
	<b>LANGUAGE</b>	<b>54</b>	<b>57</b>	<b>51</b>	<b>53</b>	<b>48</b>	<b>50</b>
	<b>PARTIAL (Basic) BATTERY</b>	<b>53</b>	<b>56</b>	<b>58</b>	<b>60</b>	<b>55</b>	<b>56</b>

The percentile ranks shown above can be used to reliably compare Virginia's 1999 achievement to that in 1998. However, they cannot be used—if compared—to reliably determine whether Virginia students gained or lost in terms of real performance in either of these years relative to 1997 when *Stanford 9* was administered in the Spring semester. A better measure of change across all administrations of VSAP is the Scaled Score.

## Scaled Scores

*Stanford 9* Fall and Spring raw score-to-scaled score conversions within each specific content area/test level combination are identical. For example, in Primary 3 Reading Vocabulary, a raw score of "X" will convert to a scaled score of "Y" for both Fall and Spring testing. This scaling system allows educators to use scaled scores in a given level of *Stanford 9* to make reliable determinations of growth or loss from one year to the next regardless of the time of year the test was administered or the grade in which the test was administered.

Additionally, each *Stanford 9* subtest and content area total features a constant scaled score range that crosses all available test levels, regardless of the grade tested or test form. This allows meaningful comparison of the achievement of a given student, school, division, or state in a given subtest or content area total from year to year as well as over several years.

Table 1.3 below displays mean (“average”) statewide scaled scores from the 1997 through 1999 VSAP administrations and confirms the following important points:

- From 1997 to 1998, grade 4 showed gains in performance in 9 of 10 subtests and content area totals for which *Stanford 9* scaled scores have been developed. In 1999, gains were made in all 10.
- In grade 6, the Prewriting subtest shows a slight loss over the three-year period, primarily due to a drop in 1998. However, when compared to 1998, gains were made across the board in 1999.
- In grade 9, a fairly significant gain has been made since 1997 in Mathematics: Problem Solving, while Mathematics: Procedures shows modest declines in both 1998 and 1999. In 1999, gains were made from 1998 in all subtests and content totals other than Mathematics: Procedures.

**Table 1.3 – Comparison of Mean Statewide Scaled Scores, 1997-1999**

<i>Stanford 9</i> level / grade tested	Primary 3, grade 4				Intermediate 2, grade 6				Advanced 2, grade 9			
	1997 * (gr. 3)	1998	1999	3-yr * gain (loss)	1997 (gr. 5)	1998	1999	3-yr gain (loss)	1997 (gr. 8)	1998	1999	3-yr gain (loss)
Reading Vocabulary	620.2	625.8	627.3	7.10	671.7	673.3	674.4	2.8	707.7	708.5	710.1	2.4
Reading Comprehension	624.6	631.8	634.4	9.80	664.2	665.8	667.5	3.3	701.6	700.7	702.3	0.7
<b>TOTAL READING</b>	<b>622.9</b>	<b>629.3</b>	<b>631.3</b>	<b>8.40</b>	<b>666.8</b>	<b>668.5</b>	<b>669.9</b>	<b>3.1</b>	<b>702.6</b>	<b>702.3</b>	<b>703.9</b>	<b>1.3</b>
Mathematics: Problem Solving	615.7	624.2	628.9	13.20	658.9	662.4	665.6	6.7	679.8	686.4	689.6	9.8
Mathematics: Procedures	592.1	591.3	595.0	2.90	659.8	658.6	663.0	3.2	696.9	696.2	694.7	(2.2)
<b>TOTAL MATHEMATICS</b>	<b>604.4</b>	<b>608.9</b>	<b>613.1</b>	<b>8.70</b>	<b>658.1</b>	<b>659.7</b>	<b>663.4</b>	<b>5.3</b>	<b>686.5</b>	<b>690.2</b>	<b>691.4</b>	<b>4.9</b>
Prewriting	593.5	600.7	604.9	11.40	622.8	621.4	622.1	(0.7)	654.6	654.7	657.1	2.5
Composing	597.2	604.9	608.2	11.00	632.7	634.8	636.4	3.7	658.1	656.8	659.4	1.3
Editing	592.3	597.8	600.8	8.50	633.1	632.9	635.4	2.3	654.0	655.7	657.3	3.3
<b>LANGUAGE</b>	<b>592.9</b>	<b>600.0</b>	<b>603.7</b>	<b>10.80</b>	<b>629.5</b>	<b>629.7</b>	<b>631.5</b>	<b>2.0</b>	<b>654.5</b>	<b>655.2</b>	<b>657.4</b>	<b>2.9</b>

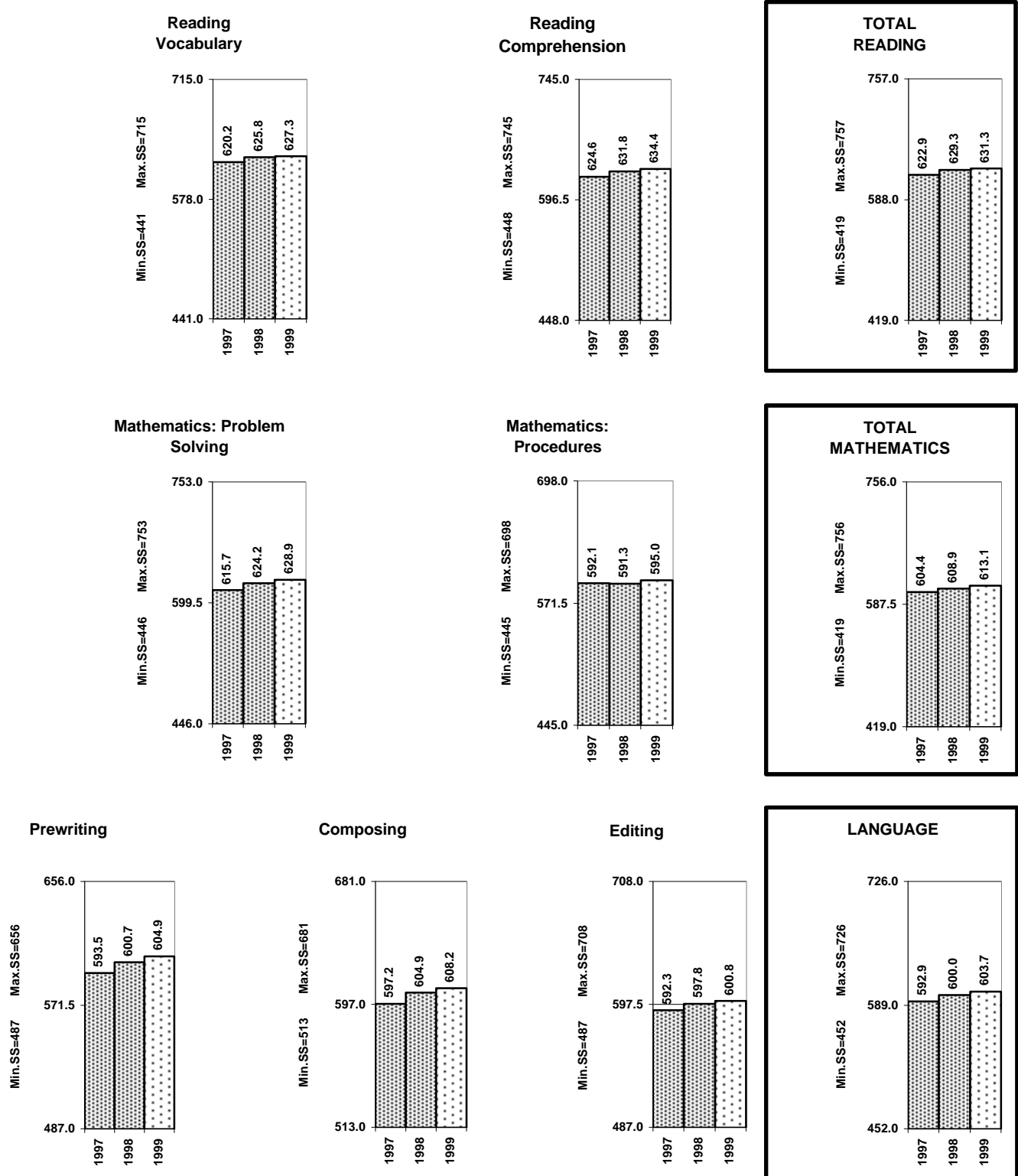
\* 1997 grade 3 scaled scores shown above are corrected. Those reported in Table 1.3 in the 1998 *Detail Report* were incorrect.

**NOTE:** Scaled scores are not available for the *Stanford 9* Partial Battery.

Figures 1.4 through 1.6 on pages 8-10 indicate the entire range of scaled scores for each subtest and content area total for each of the levels of *Stanford 9* Form TA, Abbreviated administered in VSAP. Within each range, the locations of mean statewide scaled scores from the 1997 through 1999 VSAP administrations are indicated.

It is important to note that *Stanford 9* scaled score ranges are not the same from one subtest and/or content area to another. So, though scaled scores can be used within a given subtest or content area total to reliably compare performance from different testing cycles (e.g., Fall to Spring or year to year), they cannot be used to determine relative strength and weakness across subtests and content area totals. For example, comparison of a mean scaled score of 675 in Total Reading and a mean scaled score of 650 in Total Mathematics for sixth graders in a particular school does not necessarily indicate that the school's sixth grade students performed better in reading than in math.

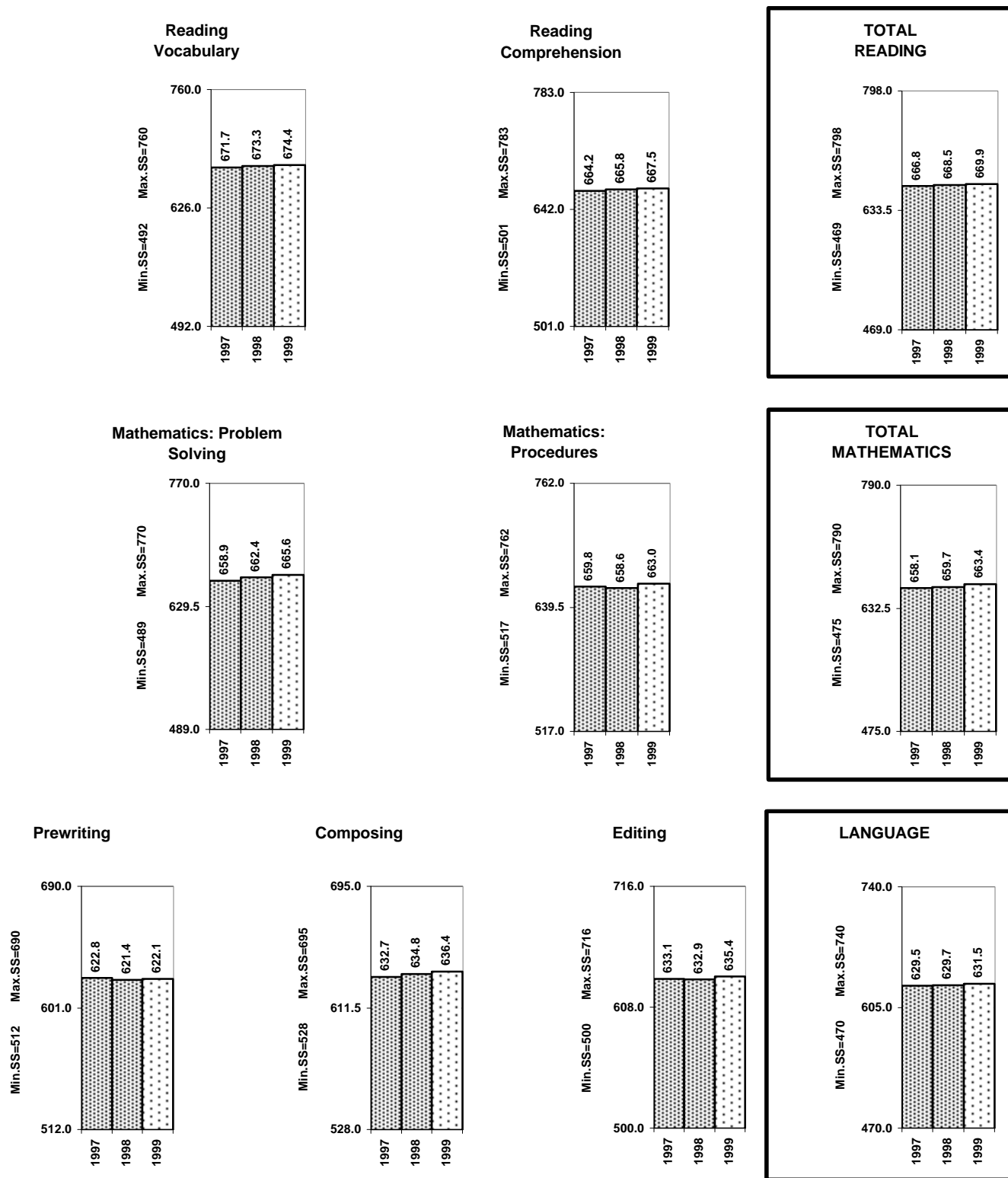
Figure 1.4–Grade 4 VSAP Scaled Score Performance  
Stanford 9 Primary 3, Form TA, Abbreviated



Indicated minimum and maximum scaled scores for each content area and total are those attainable at the Primary 3 level of *Stanford 9* Form TA, Abbreviated. However, because all *Stanford 9* Form TA, Abbreviated test levels are equated to the same scale, a scaled score of 600, for example, is equal to the same level of performance regardless of test level, including Intermediate 2 (grade 6) and Advanced 2 (grade 9). The graphs above indicate corrected scaled scores for 1997. (See also Table 1.3 on page 7.)

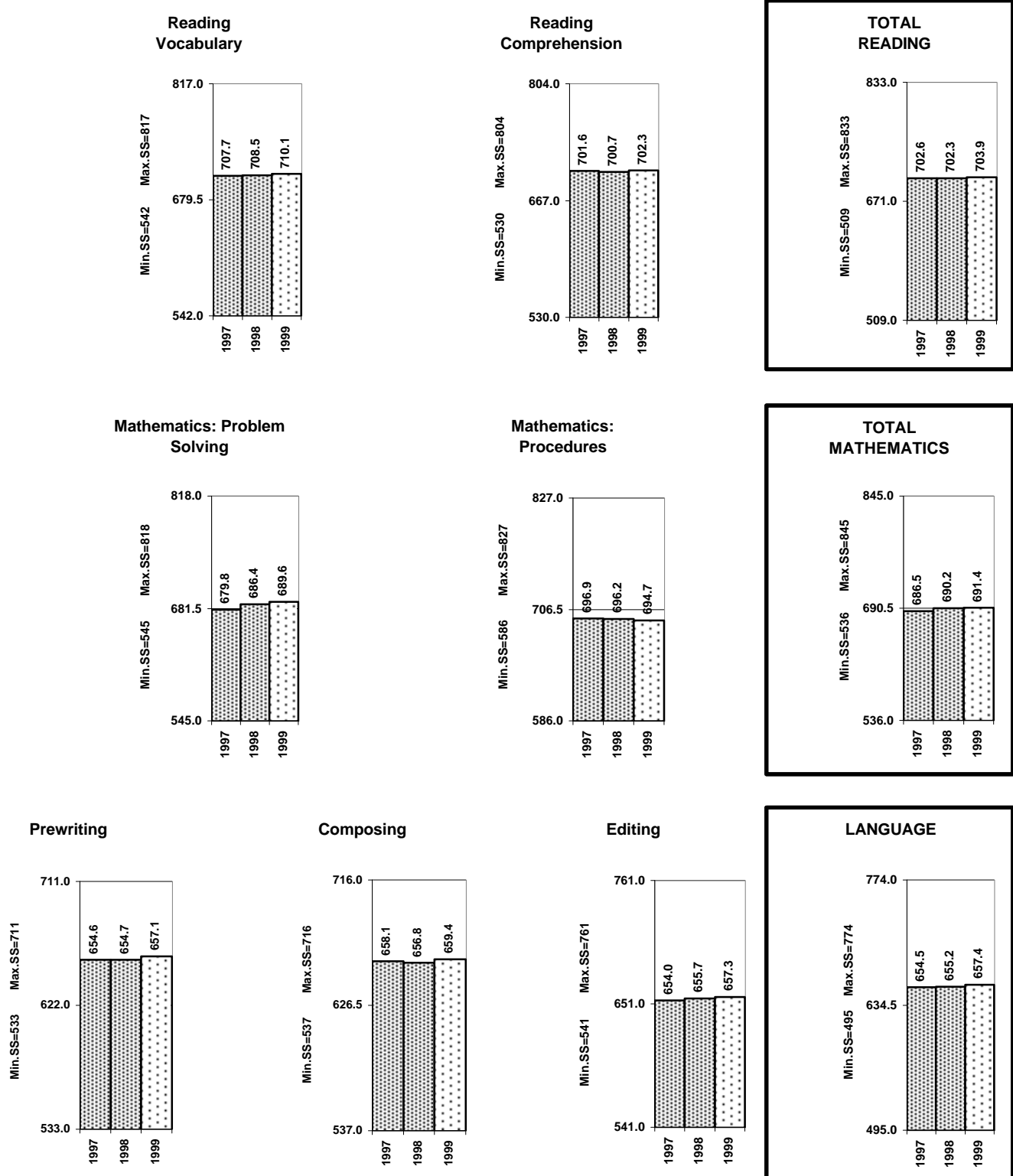


Figure 1.5–Grade 6 VSAP Scaled Score Performance  
*Stanford 9* Intermediate 2, Form TA, Abbreviated



Indicated minimum and maximum scaled scores for each content area and total are those attainable at the Intermediate 2 level of *Stanford 9* Form TA, Abbreviated. However, because all *Stanford 9* Form TA, Abbreviated test levels are equated to the same scale, a scaled score of 600, for example, is equal to the same level of performance regardless of test level, including Primary 3 (grade 4) and Advanced 2 (grade 9).

Figure 1.6–Grade 9 VSAP Scaled Score Performance  
Stanford 9 Advanced 2, Form TA, Abbreviated



Indicated minimum and maximum scaled scores for each content area and total are those attainable at the Advanced 2 level of *Stanford 9* Form TA, Abbreviated. However, because all *Stanford 9* Form TA, Abbreviated test levels are equated to the same scale, a scaled score of 600, for example, is equal to the same level of performance regardless of test level, including Primary 3 (grade 4) and Intermediate 2 (grade 6).

## Achievement Summary

### **Overall performance**

- Virginia's grade 4 achievement in 1999 was at or above the national average (50th percentile) in all subtests and totals with the exception of Reading Vocabulary. Relative to 1998, fourth grade scaled scores were up in all subtests and totals.
- Overall 1999 achievement in grade 6, as in 1998, was above the national average in all subtests and totals with the exception of Prewriting—1999 achievement in Prewriting was up from 1998 in terms of both the percentile rank (42nd to 43rd) and mean scaled score (621.4 to 622.1).
- In grade 9, statewide achievement was at or above 50th percentile in eight of the eleven subtests and totals. Mathematics: Procedures, Prewriting, and Editing were the exceptions. Performance in Mathematics: Procedures declined in 1999 from 1998.

### **Subgroup performance**

- Females scored higher than males in all subtests and content area totals except Mathematics: Problem Solving and Total Mathematics in grades 4 and 9, and Mathematics: Problem Solving in grade 6.
- American Indian/Alaskan Native students in grade 4 scored at or above the national average in 9 of the 11 subtests and content area totals—Mathematics: Problem Solving was at the 63rd percentile. Sixth graders were at or above the national average only in Mathematics: Problem Solving and Total Mathematics, while ninth graders met or exceeded the national average in each Reading subtest, Total Reading, and Mathematics: Problem Solving.
- In 1998, Asian/Pacific Islander students scored below the national average only in grade 4 Reading Vocabulary. In 1999, this population exceeded the national average in all subtests and totals in grades 4, 6, and 9.
- As in 1998, Black students scored below the national average in all subtests and content area totals in 1999.
- Hispanic students in grade 4 scored at or above the national average in both Mathematics subtests and Total Mathematics, Prewriting, Editing, and the Language total. Sixth graders were at or above the national average in Reading Comprehension, Total Reading, Mathematics: Problem Solving, and Total Mathematics. Ninth grade Hispanic students scored at the national average in Reading Comprehension and Mathematics: Problem Solving.
- White students scored at or above the national average in 1999 on all subtests and content area totals except grade 6 Prewriting. This population also scored below the national average in grade 6 Prewriting in 1998.
- Students with limited proficiency in English scored well below the national average in all subtests and content area totals.

## DETAIL REPORT

### Background and General Information

The Standards of Quality require the State Board of Education to prescribe and provide nationally normed tests to assess the educational progress of students—the Virginia State Assessment Program (VSAP) is administered by the Virginia Department of Education in compliance with that requirement. The purpose of VSAP is to provide information of the academic achievement of Virginia's students compared to that of nationally representative samples of students in grades 4, 6, and 9.

In October 1996, the Board of Education adopted the *Stanford Achievement Test Series*, Ninth Edition, Form TA, Abbreviated (*Stanford 9*) as the norm-referenced test battery to be administered to students for VSAP. *Stanford 9* was first administered as part of VSAP in Spring 1997 to students in grades 3, 5, 8, and 11, with the test to be administered in the same grades during the Spring semester of each subsequent year. However, in early 1998 the Board of Education adopted a recommendation that norm-referenced testing instead be conducted during Fall semesters—as a result, the planned Spring 1998 administration of *Stanford 9* was suspended until Fall 1998. To ensure that the same students who would have been tested in Spring 1998 would be tested in Fall 1998 (thus enabling establishment of baseline achievement data for that population), testing was moved from Spring testing in grades 3, 5, and 8 to Fall testing in grades 4, 6, and 9. Rather than moving grade 11 testing to grade 12, the Board of Education adopted another recommendation to cancel mandated norm-referenced testing at the upper high school level. The 1999 administration of VSAP was the second to occur during the Fall semester.

This *1999 Detail Report* provides results of testing in grades 4, 6, and 9 between September 13 and October 15, 1999. Students in all school divisions were tested in the areas of reading, language, and mathematics, and local school divisions had the option to test in the areas of science and social science. This report, however, contains statewide and school division scores only from the three required tests—reading, language, and mathematics.

### What Is a Norm-Referenced Test?

A nationally norm-referenced achievement test measures a student's knowledge in broad content areas and provides a means by which the achievement of the student can be compared to that of other students—in the same grade—throughout the nation. This comparison is made possible by “norming” the test, which first involves administering the test at a specified time of year, in all grades and under standardized conditions, to a large sample of students referred to as the “norm group.” Because this sample of students is selected by the test publisher to be representative of the nation's student population in terms of geographic region, urbanicity, socioeconomic status (SES), and ethnicity, test results of the students in the norm group provide an estimate of student achievement across the nation. When the test is subsequently administered to other students at the same time of year, in the same grades, and under the same conditions, students' scores from those subsequent administrations can be compared to the scores of the students in the norm group. As a norm-referenced test, scores obtained through administration of *Stanford 9* in VSAP reflect how well Virginia students performed relative to the students in the same grades, tested at the same time of year and under the same conditions, in the *Stanford 9* national norm group.

It is important to note that students cannot pass or fail a norm-referenced test. Instead, results from tests such as *Stanford 9* provide the public, parents, and educators an objective measure of how well a child, school, school division, or state is achieving compared to a national sample.

### **The *Stanford Achievement Test Series*, Ninth Edition**

Approximately 530,000 students participated in the 1995 norming of *Stanford 9*, establishing the scores against which Virginia's students have been compared in VSAP. Of those, approximately 200,000 took the test during the same Fall testing window in which VSAP is administered.

Both the Spring and Fall national student samples for *Stanford 9* norming were balanced nationwide in terms of geographic region, socioeconomic status (high-, medium-, and low-SES), urbanicity (rural, suburban, and urban), and ethnicity. Forty-nine states and the District of Columbia were represented.

Prior to its publication and use in Virginia, precautions were taken to ensure that *Stanford 9* would be fair to all. A panel of prominent minority-group educators reviewed each test item, and statistical procedures were used to further ensure that items that might put any group of students at a disadvantage were not used in *Stanford 9*. Beyond eliminating bias, effort was also made to balance references to minority groups and both gender groups. These steps were taken to ensure that *Stanford 9* is as free as possible from bias and objectionable content.

The specific form of *Stanford 9* administered in VSAP is Form TA, Abbreviated, which offers ample information on how well students perform compared to the norm group, yet requires a minimal amount of administration time. The levels of the test administered to Virginia's students are:

- grade 4 – *Primary 3*
- grade 6 – *Intermediate 2*
- grade 9 – *Advanced 2*

Local school divisions may test at grade levels other than those selected by the state, but such testing is optional and at local cost. However, to help ensure the reliability of VSAP results, *Stanford 9* Form TA, Abbreviated may not be purchased within the state of Virginia—its use in the state is reserved solely for VSAP testing in grades 4, 6, and 9 by the Department of Education.

### **What Is the Content of *Stanford 9* Upon Which Students Are Tested?**

In VSAP, *Stanford 9* reading, mathematics, and language tests are administered to students in grades 4, 6, and 9 in all Virginia school divisions. Reading is assessed through two subtests: Reading Vocabulary, which focuses on word knowledge, and Reading Comprehension, which measures how well students understand what they read. Two mathematics subtests are administered—Mathematics: Problem Solving, which focuses on reasoning skills, and Mathematics: Procedures, which measures the student's facility with computation. In the *Stanford 9* Form TA, Abbreviated Language test, students are presented with writing samples and asked to respond to questions in the areas of prewriting (use of resources, understanding topic relevance, and organization of ideas), and composing and editing (both of which include items based on printed rough drafts involving specific scenarios).

### Who Is Tested on *Stanford 9*?

All students enrolled in grades 4, 6, and 9 at the time of the VSAP administration are to be tested, including:

- any student with disabilities, unless the student is exempted as documented in his/her Individual Education Plan (IEP) or Section 504 management tool; and
- any limited English proficient (LEP) student, unless a committee responsible for the student's education determines that based on his/her fluency in English, taking the test will not be in the student's best interest.

Some students with disabilities and LEP students are provided with testing accommodations according to guidelines set forth by the State Board of Education and outlined in Informational Superintendent's Memo #39, February 28, 1997. If a student is provided an accommodation that maintains the standardized conditions of *Stanford 9* (for example, a large-print copy of the test), the student's scores will be included in school, division, and state averages. If, however, an accommodation that does not maintain standard conditions is provided (such as allowing extra time to complete the test), the student will receive an individual score report, but his/her test results will not be included in school, division, and state averages.

For each student who does not take *Stanford 9*, the school division is required to provide the reason that the student has not been tested. Reasons include:

- disability status,
- limited proficiency in English,
- absence at the time of testing,
- refusal to take the test,
- disruptive behavior, or
- a medical emergency.

There may be other reasons why a given student may not take the test, but such a case would either be the result of an administrative error on the part of local staff or a case in which prior approval was given by the Department of Education.

### How Are Scores Reported?

Included in this report are the Fall 1999 statewide national percentile ranks that allow comparison to the national norm group. Mean (or "average") scaled scores from which the percentile ranks were derived are also included because they can be used to show gain/loss relative to the initial Spring 1997 administration of *Stanford 9*.

#### **Percentile Ranks**

Percentile ranks provide an indication of the relative standing of a student or a group of students in comparison to students in the same grade who took the test at the same time of year. They range from a low of 1 to a high of 99, with 50 denoting average performance, and correspond to the percentage of students in the norm group who performed at an equal or lower level on the test. For example, if a school division has a national percentile rank of 55, average performance in the division was equal to or better than 55 percent of the students in the norm group. Because a percentile rank of 50 denotes average performance, the division performed above the average.

Percentile ranks should always be interpreted with reference to the norm group from which they were derived. Because the 1997 *Stanford 9* percentile ranks corresponded to a Spring norm group while 1998 and 1999 results correspond to a Fall norm group, comparison of percentile ranks between Fall and Spring administrations is not statistically valid or meaningful. As a result, Virginia's 1997 *Stanford 9* percentile ranks cannot be used as a reliable baseline to determine gain or loss of achievement in 1998 or 1999.

### **Scaled Scores**

*Stanford 9* scaled scores are included in this detail report because unlike percentile ranks, they are not dependent upon comparison to a particular norm group. As a result, scaled scores facilitate comparison of results regardless of the point of the school year at which the test is administered.

In *Stanford 9*, each subtest and content area total has a single, continuous set of scaled scores, regardless of the subtest's or total's level or form or whether the test was administered in the Fall or Spring semester. For example, the Reading Vocabulary scale is continuous across all levels of *Stanford 9*, allowing meaningful comparison of results from grade to grade, from one year to the next, and over a succession of years. Additionally, each continuous set of *Stanford 9* scaled scores is composed of approximately equal units, so that a difference of 15 scaled score points indicates approximately the same amount of difference whether it is in the low, middle, or high range of the scale.

To illustrate some of these points, the following observations can be made from an interpretation of Table 1.7 below.

- In 1997-1999, "School Division A" obtained much higher *levels* of achievement in Reading than did "School Division B."
- Over the course of the three administrations, Division B displayed a much larger *gain* in achievement than Division A.
- It is statistically valid to compare of 1999 (or 1998) scaled scores to 1997 scaled scores within a subtest or a content area total (e.g., the three-year gain of 8.7 scaled score points by Division B in Total Reading).

**Table 1.7—Interpretive Sample of *Stanford 9* Scaled Scores**

	Division A				Division B			
	Spring '97	Fall '98	Fall '99	3-year gain (loss)	Spring '97	Fall '98	Fall '99	3-year gain (loss)
Reading Vocabulary	595.6	598.5	597.4	1.8	575.3	583.9	584.5	9.2
Reading Comprehension	598.3	600.2	599.1	0.8	577.5	585.6	585.8	8.3
<b>TOTAL READING</b>	<b>596.5</b>	<b>598.7</b>	<b>596.4</b>	<b>(0.1)</b>	<b>577.4</b>	<b>584.8</b>	<b>586.1</b>	<b>8.7</b>

Given that each *Stanford 9* subtest's and total's score scale is continuous across levels and is made up of approximately equal units, following are some examples of other comparisons that can be made for each student, school, school division, and the state, now and after future VSAP test administrations:

- growth (or decline) of achievement in grade 4 relative to grade 6 and/or grade 9;
- growth (or decline) of achievement between the current year's fourth graders to previous years' fourth graders (and third graders in Spring 1997).

Finally, please note:

- Though scaled scores will allow comparison *within* a given subtest or content area total, they are *not* equivalent from one subtest or total to another. Scaled scores cannot, for example, be used to reliably determine whether a student or group of students is stronger in reading than in mathematics.
- The publisher of *Stanford 9*, Harcourt Educational Measurement, has not developed a scaled score range for the Partial (Basic) Battery for Form TA, Abbreviated administered in VSAP. Therefore, scaled score comparisons for VSAP can only be made within subtest and content area totals.

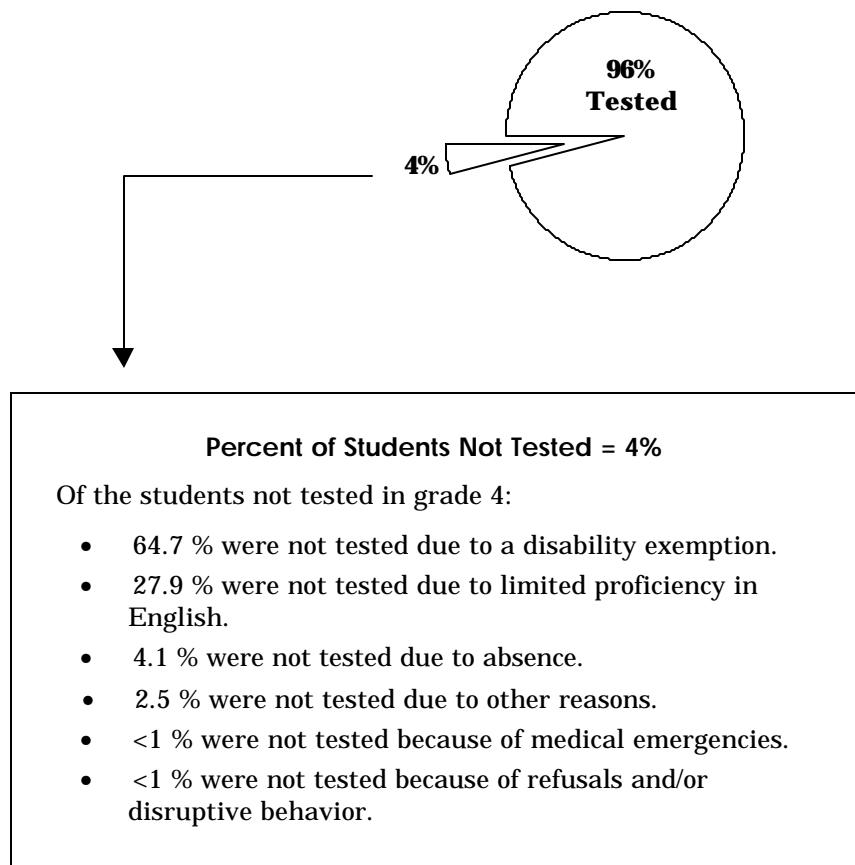


## VIRGINIA'S 1999 PERFORMANCE ON *STANFORD 9* – GRADE 4

### Students Not Tested

In Fall 1999, *Stanford 9* Primary 3 Form TA, Abbreviated was administered to 87,411 fourth grade students in Virginia, or 96% of the students enrolled in grade 4 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 4.1 below.

Figure 4.1 – *Stanford 9*, Fall 1999 Grade 4  
Reasons Students Not Tested



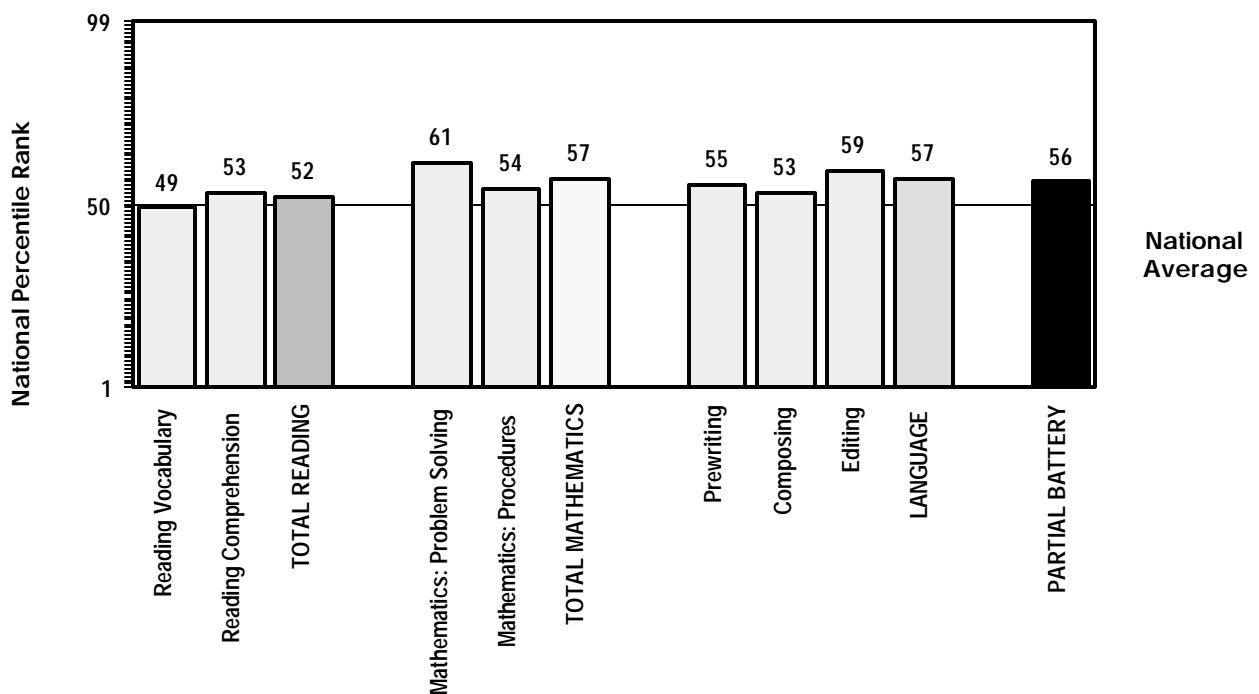
## Grade 4 performance

## Statewide Percentile Ranks

Figure 4.2 shows the statewide national percentile ranks for the Fall 1999 administration of *Stanford 9* in VSAP. With the exception of the Reading Vocabulary subtest, student performance in the areas of reading, mathematics, and language was consistently at or above the 50th percentile.

The Partial Battery score, which is an indication of overall performance, was at the 56th percentile for Virginia fourth grade students (53rd percentile in 1998). This means that when the results of the reading, mathematics, and language subtests are combined, the “average” Virginia fourth grader did as well as or better than 56% of the students in the norm group.

Figure 4.2 – *Stanford 9*, Fall 1999, Grade 4  
Statewide National Percentile Ranks



## Grade 4 performance

**Quartiles**

When reviewing average national percentile ranks for a group of students (in this case, Virginia fourth graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

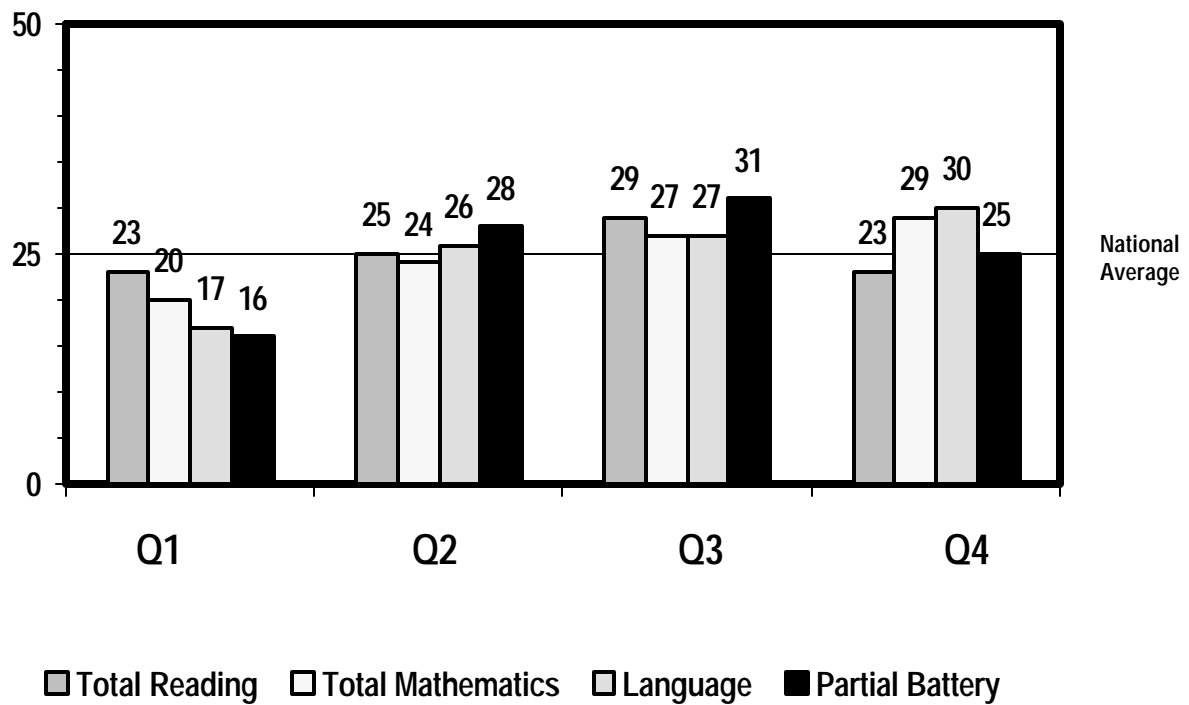
Figure 4.3 on page 20 displays the performance on *Stanford 9* in terms of the percentage of Virginia fourth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages of fourth graders in the four quartiles, the following points can be observed:

- 1) Total Reading
  - in the lowest quartile, Q1, 23% compared to the national norm group's 25%; and
  - in the top quartile, Q4, 23% as opposed to the norm group's 25%.
- 2) Total Mathematics
  - in the lowest quartile, 20% as opposed to the norm group's 25%; and
  - in the top quartile, 29% as opposed to 25% of the norm group.
- 3) Language
  - in the lowest quartile, 17% as opposed to the norm group's 25%; and
  - in the top quartile, 30% as opposed to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
  - in the lowest quartile, 16% as opposed to the national norm group's 25%; and
  - in the top quartile, 25% compared to 25% of the norm group.

Grade 4 performance

Figure 4.3 – *Stanford 9*, Fall 1999, Grade 4  
Percentage of Virginia Students in Each National Quartile



## Grade 4 performance

## Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1999 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the answer documents of fourth grade students.

- Gender

Table 4.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Grade four females obtained higher average scores than grade four males in all areas except Mathematics: Problem Solving and Total Mathematics.

**Table 4.4 – *Stanford 9*, Fall 1999, Grade 4**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender**

Gender	Female		Male		Not identified	
	Number Tested *		Number Tested *		Number Tested *	
	Percentage of the Total **		Percentage of the Total **		Percentage of the Total **	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	50	628.8	47	625.8	***	***
Reading Comprehension	57	638.9	49	629.8	***	***
<b>TOTAL READING</b>	<b>55</b>	<b>634.6</b>	<b>48</b>	<b>627.9</b>	<b>***</b>	<b>***</b>
Mathematics: Problem Solving	61	628.5	61	629.3	***	***
Mathematics: Procedures	54	595.8	53	594.2	***	***
<b>TOTAL MATHEMATICS</b>	<b>57</b>	<b>613.2</b>	<b>57</b>	<b>613.1</b>	<b>***</b>	<b>***</b>
Prewriting	57	607.5	53	602.1	***	***
Composing	56	612.5	50	603.8	***	***
Editing	63	605.8	55	595.7	***	***
<b>LANGUAGE</b>	<b>61</b>	<b>608.2</b>	<b>54</b>	<b>599.0</b>	<b>***</b>	<b>***</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>57</b>	<b>N/A</b>	<b>54</b>	<b>N/A</b>	<b>***</b>	<b>N/A</b>

## NOTES:

\* Overall, 87,411 students were tested in grade 4 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,411 tested.

\*\*\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 4 performance

## - Ethnicity

Table 4.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

American Indian/Alaskan Native students scored at or above the national average in 9 of the 11 subtests and totals. Percentile ranks were above the national average in all subtests and totals for Asian/Pacific Islander students and White students. The percentile rank was below the national average (50th percentile) on every subtest and total for Black students, while Hispanic students scored at or above the average in 6 of the 11 subtests and totals.

**Table 4.5 – Stanford 9, Fall 1999, Grade 4**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity**

Ethnicity		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified	
Number Tested *		<b>231</b>		<b>2,765</b>		<b>22,464</b>		<b>2,633</b>		<b>51,627</b>		<b>2,582</b>	
Percentage of the Total **		<b>&lt;1</b>		<b>3.2</b>		<b>25.7</b>		<b>3.0</b>		<b>59.1</b>		<b>2.9</b>	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
		47	625.2	52	632.0	34	607.4	36	611.0	56	636.1	51	630.4
Reading Vocabulary		50	631.3	63	647.2	33	610.1	44	623.6	61	644.6	54	636.3
Reading Comprehension		<b>49</b>	<b>628.4</b>	<b>60</b>	<b>640.7</b>	<b>32</b>	<b>609.0</b>	<b>40</b>	<b>618.5</b>	<b>60</b>	<b>640.8</b>	<b>54</b>	<b>633.6</b>
TOTAL READING													
Mathematics: Problem Solving		63	631.4	76	647.7	40	606.3	53	619.6	69	638.0	62	630.5
Mathematics: Procedures		51	592.0	76	625.3	39	577.1	50	590.6	59	601.4	53	594.4
TOTAL MATHEMATICS		<b>57</b>	<b>613.4</b>	<b>77</b>	<b>636.8</b>	<b>38</b>	<b>592.8</b>	<b>50</b>	<b>605.9</b>	<b>64</b>	<b>621.0</b>	<b>58</b>	<b>613.7</b>
Prewriting		54	604.0	63	615.9	43	587.9	50	598.3	60	611.8	57	607.4
Composing		54	609.0	63	621.3	40	590.9	49	602.5	58	615.0	54	610.3
Editing		55	596.1	76	622.8	45	583.3	54	594.3	65	607.5	59	600.6
LANGUAGE		<b>56</b>	<b>602.0</b>	<b>72</b>	<b>621.4</b>	<b>42</b>	<b>585.5</b>	<b>52</b>	<b>597.1</b>	<b>64</b>	<b>610.8</b>	<b>58</b>	<b>604.6</b>
PARTIAL (Basic) BATTERY		<b>55</b>	<b>N/A</b>	<b>69</b>	<b>N/A</b>	<b>38</b>	<b>N/A</b>	<b>48</b>	<b>N/A</b>	<b>62</b>	<b>N/A</b>	<b>57</b>	<b>N/A</b>

## NOTES:

\* Overall, 87,411 students were tested in grade 4 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,411 tested.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 4 performance

- Students with Limited English Proficiency

Table 4.6 provides the following data for grade 4 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 4.6 – *Stanford 9*, Fall 1999, Grade 4  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for  
Students with Limited English Proficiency (LEP)**

Number Tested *	527	
Percentage of the Total**	<1	
	PR	SS
Reading Vocabulary	22	589.8
Reading Comprehension	30	607.1
<b>TOTAL READING</b>	<b>25</b>	<b>600.1</b>
Mathematics: Problem Solving	44	610.7
Mathematics: Procedures	48	588.7
<b>TOTAL MATHEMATICS</b>	<b>44</b>	<b>599.8</b>
Prewriting	39	582.1
Composing	39	589.2
Editing	47	586.1
<b>LANGUAGE</b>	<b>41</b>	<b>585.0</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>37</b>	<b>N/A</b>

**NOTES:**

\* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

\*\* The percentage indicated is based upon the total of 87,411 LEP and non-LEP students who took the test.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 4 performance

- Students with Disabilities

Table 4.7 provides the following data for grade 4 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 4.7 – Stanford 9, Fall 1999, Grade 4**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability**

ALL = Data for ALL disabled students, regardless of disability  
 MR = Mental Retardation (both TMR and EMR)  
 SPD = Severe and Profound Disabilities  
 MD = Multiple Disabilities  
 OI = Orthopedic Impairment  
 VI = Visual Impairment

Description	ALL		MR		SPD		MD		OI		VI	
Number Tested	<b>4,448</b>		<b>38</b>		<b>3</b>		<b>20</b>		<b>17</b>		<b>16</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	28	600.1	4	540.8	*	*	15	576.1	34	609.9	27	597.9
Reading Comprehension	29	606.0	6	559.4	*	*	17	587.9	44	623.6	31	608.3
<b>TOTAL READING</b>	<b>28</b>	<b>604.2</b>	<b>4</b>	<b>553.6</b>	<b>*</b>	<b>*</b>	<b>15</b>	<b>583.7</b>	<b>39</b>	<b>618.5</b>	<b>31</b>	<b>606.6</b>
Mathematics: Prob. Solving	42	608.1	6	550.2	*	*	26	588.8	53	620.1	52	618.6
Mathematics: Procedures	37	574.7	9	527.5	*	*	29	565.1	52	591.4	48	587.8
<b>TOTAL MATHEMATICS</b>	<b>38</b>	<b>592.9</b>	<b>7</b>	<b>542.2</b>	<b>*</b>	<b>*</b>	<b>25</b>	<b>577.1</b>	<b>52</b>	<b>607.6</b>	<b>49</b>	<b>604.6</b>
Prewriting	39	583.3	12	536.4	*	*	34	575.8	52	600.9	43	589.2
Composing	37	587.0	15	552.7	*	*	35	584.5	53	608.1	34	583.7
Editing	41	579.5	21	551.3	*	*	37	574.9	46	585.5	38	575.9
<b>LANGUAGE</b>	<b>38</b>	<b>581.2</b>	<b>11</b>	<b>540.6</b>	<b>*</b>	<b>*</b>	<b>32</b>	<b>574.2</b>	<b>53</b>	<b>599.0</b>	<b>37</b>	<b>579.2</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>38</b>	<b>N/A</b>	<b>8</b>	<b>N/A</b>	<b>*</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>	<b>51</b>	<b>N/A</b>	<b>48</b>	<b>N/A</b>

HI = Hearing Impairment  
 LD = Learning Disability  
 SED = Serious Emotional Disturbance  
 SLI = Speech or Language Impairment  
 OHI = Other Health Impairment  
 PD = Physical Disability

Description	HI		LD		SED		SLI		OHI		PD	
Number Tested	<b>51</b>		<b>2,084</b>		<b>311</b>		<b>1,272</b>		<b>374</b>		<b>14</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	24	594.4	20	588.0	26	597.3	42	619.6	29	601.7	38	611.1
Reading Comprehension	29	605.2	21	593.7	23	597.0	49	629.7	27	601.8	39	618.6
<b>TOTAL READING</b>	<b>26</b>	<b>601.9</b>	<b>19</b>	<b>592.0</b>	<b>24</b>	<b>598.0</b>	<b>46</b>	<b>625.7</b>	<b>26</b>	<b>602.0</b>	<b>37</b>	<b>614.7</b>
Mathematics: Prob. Solving	46	611.9	32	597.5	30	594.9	59	627.0	32	596.7	47	613.2
Mathematics: Procedures	38	576.8	29	564.2	26	560.1	53	594.6	27	560.6	37	574.6
<b>TOTAL MATHEMATICS</b>	<b>41</b>	<b>595.8</b>	<b>29</b>	<b>582.5</b>	<b>26</b>	<b>579.7</b>	<b>56</b>	<b>611.9</b>	<b>27</b>	<b>580.6</b>	<b>40</b>	<b>595.6</b>
Prewriting	35	577.9	31	571.6	32	573.4	53	601.7	34	576.4	51	598.0
Composing	35	584.4	29	575.7	32	579.9	49	603.1	32	579.8	53	606.9
Editing	63	605.6	32	566.8	34	570.5	57	597.9	37	573.3	62	604.2
<b>LANGUAGE</b>	<b>47</b>	<b>592.8</b>	<b>28</b>	<b>568.8</b>	<b>30</b>	<b>573.0</b>	<b>54</b>	<b>599.6</b>	<b>33</b>	<b>574.8</b>	<b>54</b>	<b>600.3</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>41</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>	<b>31</b>	<b>N/A</b>	<b>53</b>	<b>N/A</b>	<b>32</b>	<b>N/A</b>	<b>49</b>	<b>N/A</b>

(Table 4.7 is continued on the following page.)

## NOTES:

- \* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.



## Grade 4 performance

(Table 4.7, continued)

DB = Deafness and Blindness

A = Autism

TBI = Traumatic Brain Injury

504 = otherwise qualified handicap under Section 504 of the rehabilitation Act of 1973

DD = Developmentally Delayed

Description Number Tested	DB		A		TBI		504		DD	
	1		23		3		176		46	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	39	614.5	*	*	41	617.5	19	583.0
Reading Comprehension	*	*	38	617.9	*	*	38	618.0	22	595.5
<b>TOTAL READING</b>	*	*	<b>38</b>	<b>615.8</b>	*	*	<b>39</b>	<b>617.8</b>	<b>19</b>	<b>591.7</b>
Mathematics: Prob. Solving	*	*	61	631.1	*	*	49	615.7	29	593.3
Mathematics: Procedures	*	*	54	596.7	*	*	39	577.3	27	560.0
<b>TOTAL MATHEMATICS</b>	*	*	<b>57</b>	<b>615.5</b>	*	*	<b>43</b>	<b>598.2</b>	<b>25</b>	<b>578.2</b>
Prewriting	*	*	46	594.2	*	*	45	591.1	28	567.8
Composing	*	*	54	610.2	*	*	43	594.6	25	570.2
Editing	*	*	67	611.4	*	*	41	578.2	43	581.1
<b>LANGUAGE</b>	*	*	<b>61</b>	<b>608.4</b>	*	*	<b>41</b>	<b>584.5</b>	<b>30</b>	<b>572.6</b>
<b>PARTIAL (Basic) BATTERY</b>	*	N/A	<b>54</b>	N/A	*	N/A	<b>43</b>	N/A	<b>31</b>	N/A

## NOTES:

- \* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

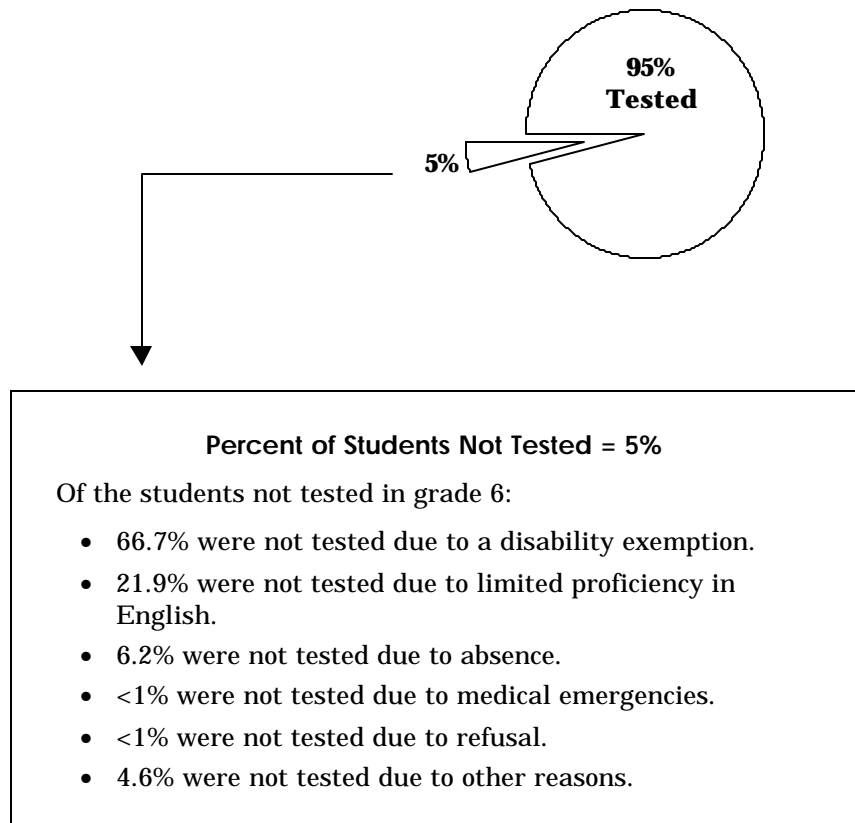
N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

## VIRGINIA'S 1999 PERFORMANCE ON *STANFORD 9* – GRADE 6

### Students Not Tested

*Stanford 9* Intermediate 2 Form TA, Abbreviated was administered in Fall 1999 to 82,963 sixth grade students in Virginia, or 95% of the students enrolled in grade 6 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 6.1 below.

Figure 6.1 – *Stanford 9*, Fall 1999, Grade 6  
Reasons Students Not Tested

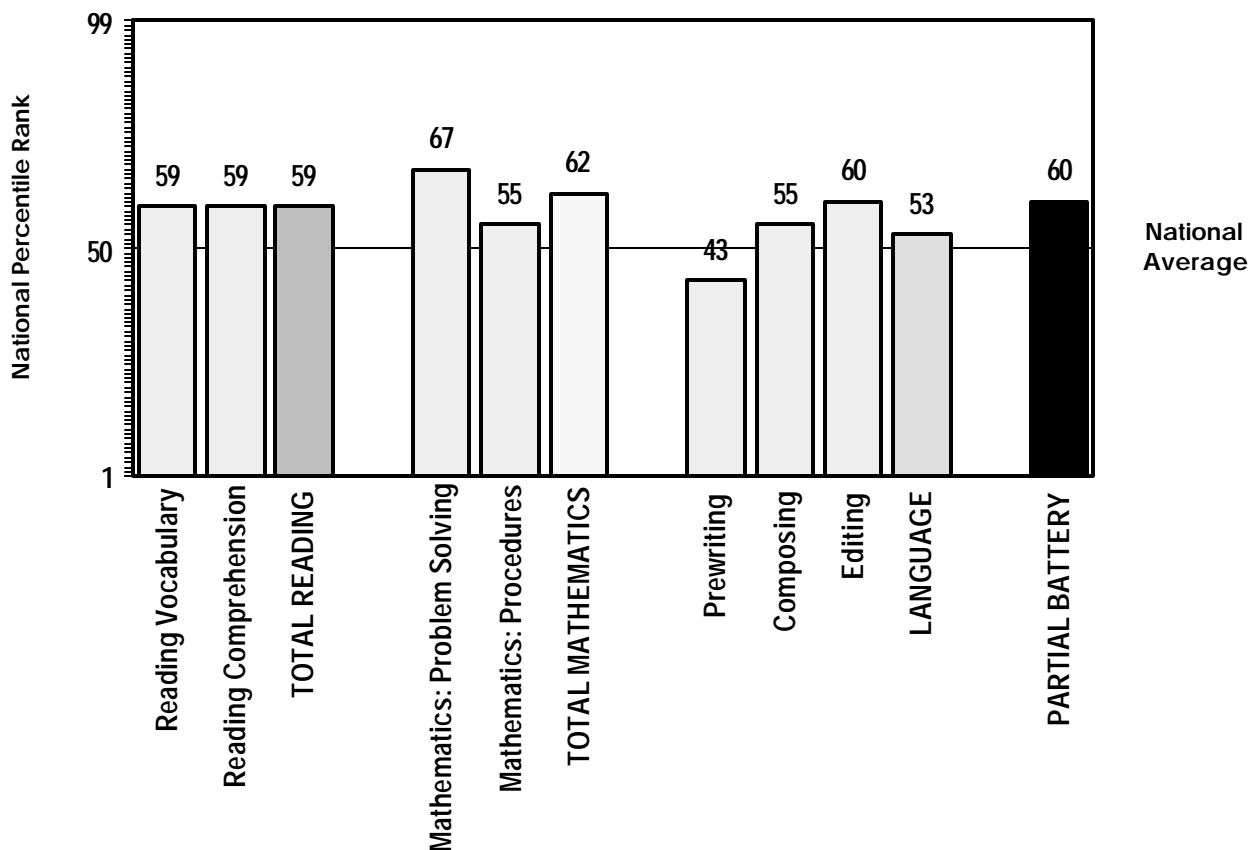


## Grade 6 performance

## Statewide Percentile Ranks

Figure 6.2 shows the statewide national percentile ranks for the Fall 1999 grade 6 administration of *Stanford 9* in VSAP. Student performance on the subtests in the areas of reading and mathematics was consistently above the 50th percentile, as was all but one of the language subtests. The partial battery score, which provides an indication of overall performance on the test, was at the 60th percentile for Virginia sixth grade students. This means that the “average” Virginia sixth grader did as well as or better than 60% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 6.2 – *Stanford 9*, Fall 1999, Grade 6  
Statewide National Percentile Ranks



Grade 6 performance

## Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia sixth graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

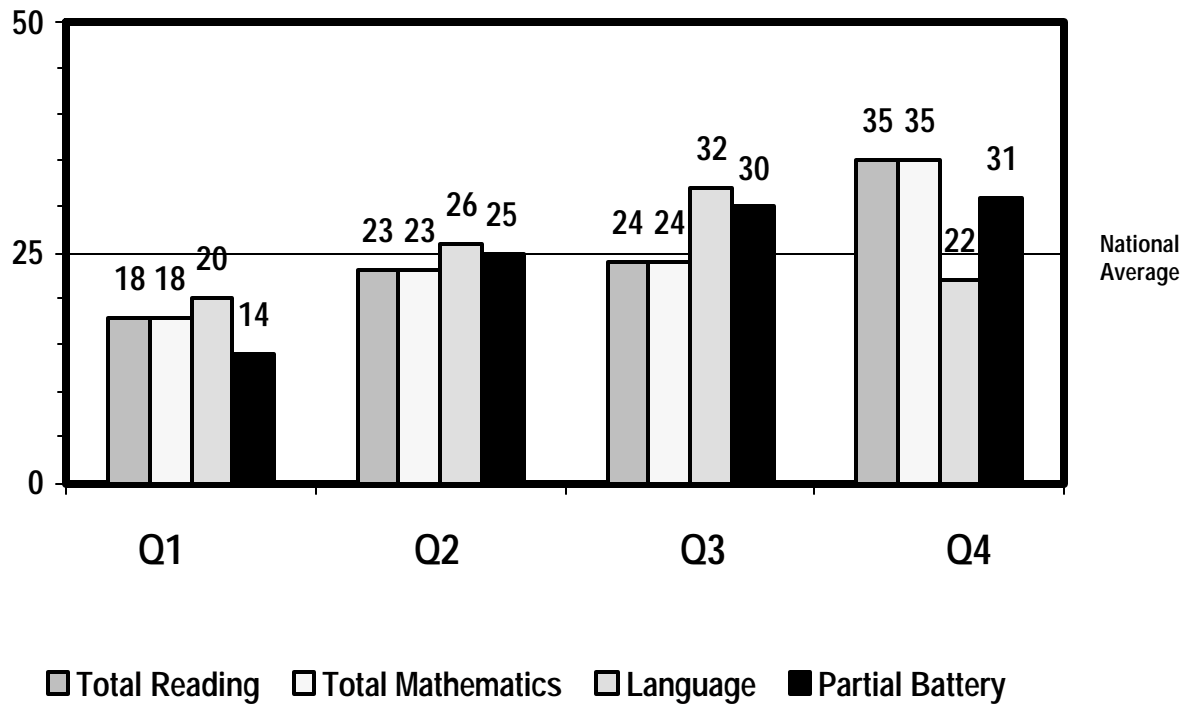
Figure 6.3 on page 29 displays the performance on *Stanford 9* in terms of the percentage of Virginia sixth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages of sixth graders in the four quartiles, the following points can be observed:

- 1) Total Reading
  - in the lowest quartile, Q1, 18% as opposed to the national norm group's 25%; and
  - in the top quartile, Q4, 35% as opposed to the norm group's 25%.
- 2) Total Mathematics
  - in the lowest quartile, 18% as opposed to the norm group's 25%; and
  - in the top quartile, 35% as opposed to 25% of the norm group.
- 3) Language
  - in the lowest quartile, 20% as opposed to the norm group's 25%; and
  - in the top quartile, 22% as opposed to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
  - in the lowest quartile, 14% as opposed to the national norm group's 25%; and
  - in the top quartile, 31% as opposed to 25% of the norm group.

## Grade 6 performance

Figure 6.3 – *Stanford 9*, Fall 1999, Grade 6  
Percentage of Virginia Students in Each National Quartile



## Grade 6 performance

## Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1999 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the sixth grade answer documents.

- Gender

Table 6.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

The population of sixth grade females obtained higher percentile ranks than grade 6 males in all areas except Mathematics: Problem Solving—though the respective percentile ranks for that subtest are the same (67), females had a slightly higher mean scaled score than males.

**Table 6.4 – *Stanford 9*, Fall 1999, Grade 6**  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
	Number Tested *		Number Tested *		Number Tested *	
	Percentage of the Total**		Percentage of the Total**		Percentage of the Total**	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	61	677.6	56	671.2	***	***
Reading Comprehension	63	671.5	55	663.5	***	***
<b>TOTAL READING</b>	<b>63</b>	<b>673.6</b>	<b>56</b>	<b>666.3</b>	<b>***</b>	<b>***</b>
Mathematics: Problem Solving	67	665.7	67	665.4	***	***
Mathematics: Procedures	58	665.8	53	660.3	***	***
<b>TOTAL MATHEMATICS</b>	<b>63</b>	<b>664.6</b>	<b>61</b>	<b>662.2</b>	<b>***</b>	<b>***</b>
Prewriting	46	625.6	40	618.7	***	***
Composing	59	641.2	51	631.6	***	***
Editing	66	642.3	53	628.6	***	***
<b>LANGUAGE</b>	<b>59</b>	<b>637.1</b>	<b>48</b>	<b>625.9</b>	<b>***</b>	<b>***</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>63</b>	<b>N/A</b>	<b>57</b>	<b>N/A</b>	<b>***</b>	<b>N/A</b>

## NOTES:

\* Overall, 82,963 students were tested in grade 6 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 82,963 tested.

\*\*\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 6 performance

## - Ethnicity

Table 6.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Percentile ranks were at or above the national average (50th percentile) in all 11 areas for Asian/Pacific Islanders, while American Indian/Alaskan Natives scored at or above the national average in only two. Black students scored below the national average in all areas. Percentile ranks for Hispanic students were at or above the national average in six areas, and White students were at or above the national average in 10.

**Table 6.5 – Stanford 9, Fall 1999, Grade 6**  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified	
Number Tested *		<b>430</b>		<b>2,864</b>		<b>20,819</b>		<b>2,826</b>		<b>50,379</b>		<b>2,055</b>	
Percentage of the Total **		<b>&lt;1</b>		<b>3.5</b>		<b>25.1</b>		<b>3.4</b>		<b>60.7</b>		<b>2.5</b>	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
	Reading Vocabulary	48	662.8	64	681.1	41	654.4	48	662.8	66	682.8	57	673.0
	Reading Comprehension	46	654.0	71	680.7	37	644.4	51	658.8	68	676.9	58	666.5
	<b>TOTAL READING</b>	<b>46</b>	<b>657.0</b>	<b>69</b>	<b>680.3</b>	<b>38</b>	<b>648.6</b>	<b>50</b>	<b>660.1</b>	<b>68</b>	<b>678.6</b>	<b>58</b>	<b>668.5</b>
Mathematics: Problem Solving		56	654.0	83	686.2	44	641.5	59	656.8	75	675.1	63	660.7
Mathematics: Procedures		45	650.5	77	691.0	38	642.1	49	656.0	62	670.9	50	656.4
<b>TOTAL MATHEMATICS</b>		<b>50</b>	<b>651.6</b>	<b>81</b>	<b>687.4</b>	<b>40</b>	<b>640.9</b>	<b>54</b>	<b>655.3</b>	<b>70</b>	<b>672.0</b>	<b>57</b>	<b>657.7</b>
Prewriting		34	611.8	53	634.7	33	609.6	40	618.2	47	627.0	41	619.9
Composing		41	620.9	62	644.5	43	623.0	48	628.5	60	642.1	53	633.9
Editing		46	620.7	74	651.8	43	617.5	52	627.0	66	642.6	57	632.3
<b>LANGUAGE</b>		<b>39</b>	<b>617.3</b>	<b>67</b>	<b>645.5</b>	<b>37</b>	<b>615.5</b>	<b>46</b>	<b>623.8</b>	<b>60</b>	<b>637.9</b>	<b>50</b>	<b>628.6</b>
<b>PARTIAL (Basic) BATTERY</b>		<b>48</b>	<b>N/A</b>	<b>73</b>	<b>N/A</b>	<b>41</b>	<b>N/A</b>	<b>52</b>	<b>N/A</b>	<b>67</b>	<b>N/A</b>	<b>57</b>	<b>N/A</b>

## NOTES:

\* Overall, 82,963 students were tested in grade 6 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 82,963 tested.

N/A Scaled scores are not available for the Stanford 9 Partial Battery.

## Grade 6 performance

• **Students with Limited English Proficiency**

Table 6.6 provides the following data for grade 6 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 6.6 – Stanford 9, Fall 1999, Grade 6**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for**  
**Students with Limited English Proficiency (LEP)**

Number Tested *	<b>434</b>	
Percentage of the Total**	<b>&lt;1</b>	
	<b>PR</b>	<b>SS</b>
Reading Vocabulary	30	642.2
Reading Comprehension	32	637.6
<b>TOTAL READING</b>	<b>30</b>	<b>640.2</b>
Mathematics: Problem Solving	46	643.8
Mathematics: Procedures	41	646.8
<b>TOTAL MATHEMATICS</b>	<b>43</b>	<b>644.4</b>
Prewriting	30	606.1
Composing	37	615.5
Editing	36	610.3
<b>LANGUAGE</b>	<b>32</b>	<b>609.5</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>39</b>	<b>N/A</b>

**NOTES:**

\* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

\*\* The percentage indicated is based upon the total of 82,963 LEP and non-LEP students who took the test.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.



## Grade 6 performance

• **Students with Disabilities**

Table 6.7 provides the following data for grade 6 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 6.7 – Stanford 9, Fall 1999, Grade 6**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability**

ALL = Data for ALL disabled students, regardless of disability  
 MR = Mental Retardation (both TMR and EMR)  
 SPD = Severe and Profound Disabilities  
 MD = Multiple Disabilities  
 OI = Orthopedic Impairment  
 VI = Visual Impairment

Description	ALL		MR		SPD		MD		OI		VI	
Number Tested	<b>5,581</b>		<b>44</b>		<b>0</b>		<b>24</b>		<b>22</b>		<b>16</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	32	644.3	5	589.0	-	-	20	628.4	54	670.1	49	662.9
Reading Comprehension	29	634.7	7	594.9	-	-	15	615.0	45	653.2	34	640.3
<b>TOTAL READING</b>	<b>30</b>	<b>639.2</b>	<b>5</b>	<b>594.9</b>	-	-	<b>16</b>	<b>622.0</b>	<b>50</b>	<b>660.6</b>	<b>38</b>	<b>648.5</b>
Mathematics: Prob. Solving	39	637.1	4	579.1	-	-	22	617.7	45	643.1	54	651.2
Mathematics: Procedures	28	629.5	7	588.1	-	-	10	600.4	23	624.4	31	634.3
<b>TOTAL MATHEMATICS</b>	<b>32</b>	<b>633.4</b>	<b>4</b>	<b>583.6</b>	-	-	<b>14</b>	<b>610.0</b>	<b>33</b>	<b>634.6</b>	<b>41</b>	<b>643.3</b>
Prewriting	25	598.7	11	571.4	-	-	19	587.4	31	606.7	37	614.7
Composing	30	608.0	8	568.1	-	-	28	603.7	37	616.1	46	625.7
Editing	27	600.1	7	560.4	-	-	16	581.2	46	620.9	35	608.6
<b>LANGUAGE</b>	<b>24</b>	<b>600.7</b>	<b>4</b>	<b>561.8</b>	-	-	<b>16</b>	<b>588.1</b>	<b>34</b>	<b>610.1</b>	<b>35</b>	<b>612.8</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>33</b>	<b>N/A</b>	<b>5</b>	<b>N/A</b>	-	<b>N/A</b>	<b>16</b>	<b>N/A</b>	<b>45</b>	<b>N/A</b>	<b>39</b>	<b>N/A</b>

HI = Hearing Impairment  
 LD = Learning Disability  
 SED = Serious Emotional Disturbance  
 SLI = Speech or Language Impairment  
 OHI = Other Health Impairment  
 PD = Physical Disability

Description	HI		LD		SED		SLI		OHI		PD	
Number Tested	<b>52</b>		<b>3,485</b>		<b>500</b>		<b>581</b>		<b>512</b>		<b>14</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	35	648.8	27	638.4	36	649.0	51	665.6	32	644.7	55	671.0
Reading Comprehension	37	644.1	25	629.2	29	634.2	55	663.4	25	630.1	42	649.3
<b>TOTAL READING</b>	<b>35</b>	<b>645.2</b>	<b>25</b>	<b>633.7</b>	<b>31</b>	<b>640.6</b>	<b>54</b>	<b>664.5</b>	<b>27</b>	<b>636.2</b>	<b>45</b>	<b>655.7</b>
Mathematics: Prob. Solving	49	646.7	34	632.2	33	630.6	66	664.9	31	629.0	39	636.6
Mathematics: Procedures	35	639.1	24	624.7	21	619.6	55	662.7	20	617.6	35	638.9
<b>TOTAL MATHEMATICS</b>	<b>41</b>	<b>642.4</b>	<b>28</b>	<b>628.7</b>	<b>26</b>	<b>626.0</b>	<b>61</b>	<b>662.5</b>	<b>24</b>	<b>624.1</b>	<b>36</b>	<b>636.6</b>
Prewriting	31	607.5	22	594.5	23	595.4	39	616.9	24	596.9	35	612.4
Composing	35	613.9	27	603.1	27	603.8	49	629.0	29	605.7	47	627.7
Editing	35	608.1	22	592.8	28	600.6	54	629.0	25	597.1	65	641.6
<b>LANGUAGE</b>	<b>32</b>	<b>607.7</b>	<b>19</b>	<b>595.1</b>	<b>22</b>	<b>598.3</b>	<b>47</b>	<b>625.2</b>	<b>22</b>	<b>598.0</b>	<b>50</b>	<b>628.0</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>38</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>	<b>30</b>	<b>N/A</b>	<b>56</b>	<b>N/A</b>	<b>29</b>	<b>N/A</b>	<b>44</b>	<b>N/A</b>

(Table 6.7 is continued on the following page.)

**NOTES:**

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 6 performance

(Table 6.7, continued)

DB = Deafness and Blindness  
A = Autism  
TBI = Traumatic Brain Injury  
504 = otherwise qualified handicap under Section 504 of the  
rehabilitation Act of 1973  
DD = Developmentally Delayed

Description	DB		A		TBI		504		DD	
	Number Tested		12		9		310		2	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	-	-	40	655.8	*	*	49	663.9	*	*
Reading Comprehension	-	-	28	631.3	*	*	47	654.5	*	*
<b>TOTAL READING</b>	-	-	<b>35</b>	<b>644.5</b>	*	*	<b>48</b>	<b>658.3</b>	*	*
Mathematics: Prob. Solving	-	-	60	660.8	*	*	57	655.7	*	*
Mathematics: Procedures	-	-	60	668.5	*	*	41	646.5	*	*
<b>TOTAL MATHEMATICS</b>	-	-	<b>59</b>	<b>665.6</b>	*	*	<b>49</b>	<b>650.6</b>	*	*
Prewriting	-	-	33	609.4	*	*	36	613.3	*	*
Composing	-	-	*	*	*	*	45	625.5	*	*
Editing	-	-	46	616.2	*	*	44	619.0	*	*
<b>LANGUAGE</b>	-	-	<b>34</b>	<b>612.0</b>	*	*	<b>39</b>	<b>617.7</b>	*	*
<b>PARTIAL (Basic) BATTERY</b>	-	<b>N/A</b>	<b>53</b>	<b>N/A</b>	*	<b>N/A</b>	<b>48</b>	<b>N/A</b>	*	<b>N/A</b>

NOTES:

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

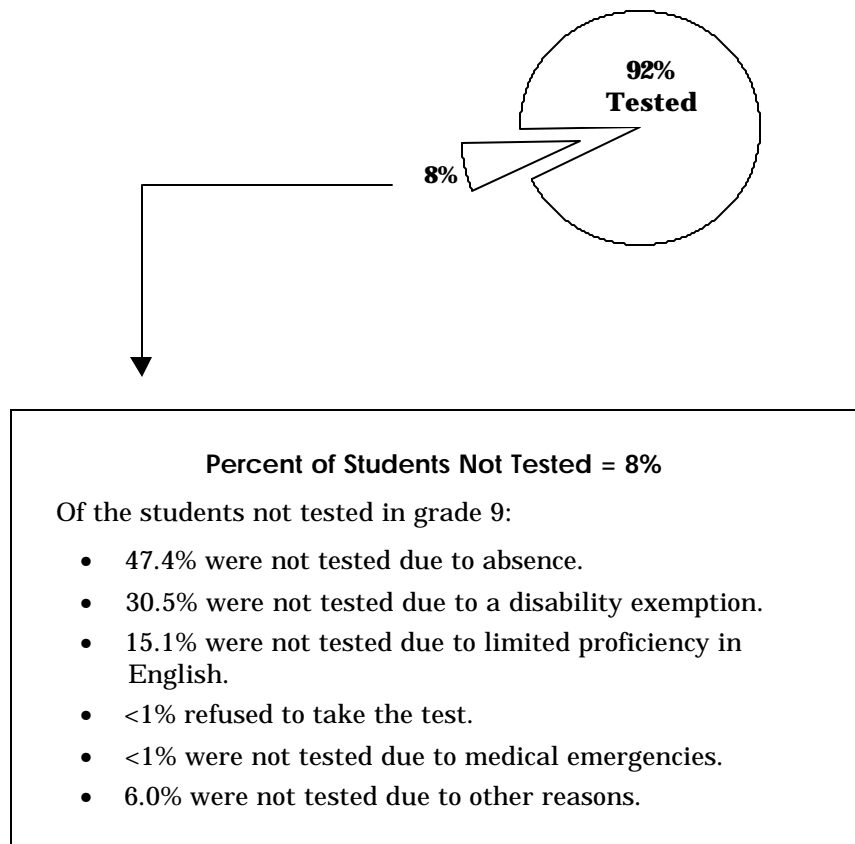
**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## VIRGINIA'S 1999 PERFORMANCE ON *STANFORD 9* – GRADE 9

### Students Not Tested

*Stanford 9* Intermediate 2 Form TA, Abbreviated was administered to 87,857 grade 9 students in Virginia in Fall 1999: 92% of the grade 9 students enrolled at the time. As in grades 4 and 6, there were several reasons why ninth grade students may not have taken the test, but ninth graders were most likely to have missed the test due to absence. Other possible reasons are described in “Who Is Tested on *Stanford 9*?” on page 14 and included in Figure 9.1 below.

Figure 9.1 – *Stanford 9*, Fall 1999, Grade 9  
Reasons Students Not Tested

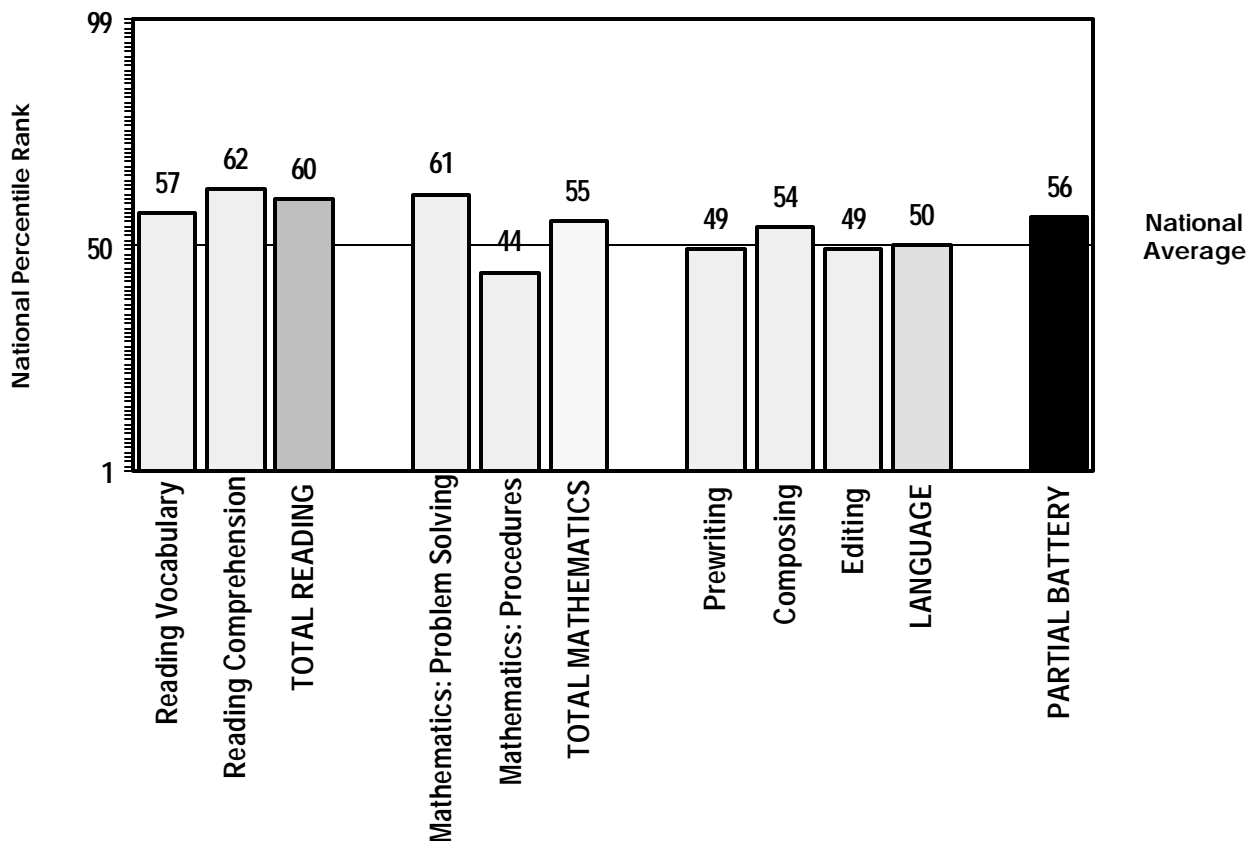


## Grade 9 performance

## Statewide Percentile Ranks

Figure 9.2 shows the statewide national percentile ranks for the Fall 1999 administration of *Stanford 9* to ninth graders in VSAP. Student performance on the subtests in the area of reading was well above the 50th percentile. In mathematics, only the Mathematics: Procedures subtest fell below the 50th percentile. In language, achievement in the Composing subtest was above the 50th percentile, while scores for the Prewriting subtest and Editing subtest were both below the 50th percentile—achievement in the total Language content area was at the 50th percentile. Despite the relatively poor showing in Language, the ninth grade Partial Battery score, which provides an indication of overall performance on the test, was at the 56th percentile. This means that the “average” Virginia ninth grader did as well as or better than 56% of the students in the norm group when the results of the reading, mathematics, and language subtests are combined.

Figure 9.2 – *Stanford 9*, Fall 1999, Grade 9  
Statewide National Percentile Ranks



## Grade 9 performance

**Quartiles**

When reviewing average national percentile ranks for a group of students (in this case, all of Virginia's ninth grade students), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

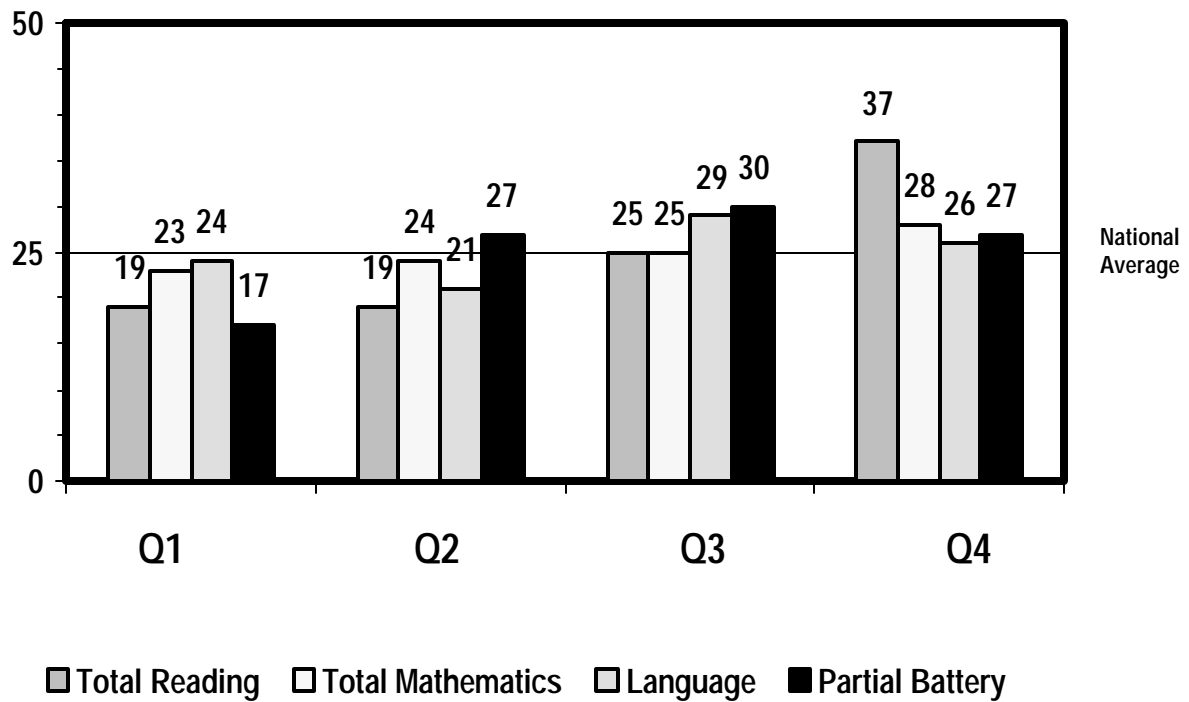
Figure 9.3 on page 38 displays the performance on *Stanford 9* in terms of the percentage of Virginia ninth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages in the four quartiles, the following points can be observed:

- 1) Total Reading
  - in the lowest quartile, Q1, 19% as opposed to the national norm group's 25%; and
  - in the top quartile, Q4, 37% as opposed to the norm group's 25%.
- 2) Total Mathematics
  - in the lowest quartile, 23% compared to the norm group's 25%; and
  - in the top quartile, 28% as opposed to 25% of the norm group.
- 3) Language
  - in the lowest quartile, 24% as opposed to the norm group's 25%; and
  - in the top quartile, 26% compared to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
  - in the lowest quartile, 17% as opposed to the national norm group's 25%; and
  - in the top quartile, 27% as opposed to 25% of the norm group.

Grade 9 performance

Figure 9.3 – *Stanford 9*, Fall 1999, Grade 9  
Percentage of Virginia Students in Each National Quartile



## Grade 9 performance

## Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 1999 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the ninth grade answer documents.

- Gender

Table 9.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Ninth grade females obtained higher average scores than ninth grade males in all areas except Mathematics: Problem Solving and Total Mathematics.

**Table 9.4 – *Stanford 9*, Fall 1999, Grade 9**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender**

Gender	Female		Male		Not identified	
Number Tested *	<b>41,439</b>		<b>42,995</b>		<b>43</b>	
Percentage of the Total**	<b>47.2</b>		<b>48.9</b>		<b>&lt;1</b>	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	58	711.1	57	709.2	34	681.8
Reading Comprehension	67	708.0	57	696.9	44	681.6
<b>TOTAL READING</b>	<b>64</b>	<b>707.6</b>	<b>56</b>	<b>700.4</b>	<b>37</b>	<b>681.0</b>
Mathematics: Problem Solving	61	688.7	62	690.4	34	660.6
Mathematics: Procedures	45	694.7	44	694.6	24	662.4
<b>TOTAL MATHEMATICS</b>	<b>55</b>	<b>690.9</b>	<b>55</b>	<b>692.0</b>	<b>29</b>	<b>662.7</b>
Prewriting	53	662.1	45	652.3	25	631.0
Composing	59	665.2	50	653.9	28	629.3
Editing	54	662.5	44	652.3	35	644.6
<b>LANGUAGE</b>	<b>56</b>	<b>663.0</b>	<b>45</b>	<b>652.0</b>	<b>24</b>	<b>635.3</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>58</b>	<b>N/A</b>	<b>54</b>	<b>N/A</b>	<b>32</b>	<b>N/A</b>

## NOTES:

\* Overall, 87,857 students were tested in grade 9 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,857 tested.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 9 performance

## - Ethnicity

Table 9.5 provides the following for each ethnic group and for students whose ethnicity was not identified in grade 9: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

Percentile ranks in Reading Vocabulary, Reading Comprehension, Total Reading, and Mathematics: Problem Solving were at or above the national average for American Indian/Alaskan Native students. Percentile ranks were at or above the national average in all 11 areas for Asian/Pacific Islanders and White students. The percentile rank for Black students was below the national average (50th percentile) on every subtest. Virginia's Hispanic students scored at the national average in Reading Comprehension and Mathematics: Problem Solving but below the national average in all others.

**Table 9.5 – Stanford 9, Fall 1999, Grade 9**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity**

Ethnicity		American Indian/Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity not identified	
Number Tested *		452		3,358		20,812		3,046		53,698		3,112	
Percentage of the Total **		<1		3.8		23.7		3.5		61.1		3.5	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		50	700.9	61	715.1	40	690.8	49	700.5	64	718.1	54	706.1
Reading Comprehension		53	693.2	66	707.6	41	680.3	50	690.6	70	711.5	58	697.7
TOTAL READING		51	695.1	65	709.1	39	683.6	49	693.5	68	712.3	56	699.7
Mathematics: Problem Solving		53	680.8	77	707.3	38	666.5	50	678.5	70	698.5	56	683.2
Mathematics: Procedures		35	683.0	69	724.9	27	672.4	37	685.7	51	702.3	40	688.5
TOTAL MATHEMATICS		45	681.9	75	713.9	33	669.5	45	681.6	63	699.5	49	685.3
Prewriting		41	646.6	55	664.6	37	642.4	42	648.4	54	663.0	47	654.4
Composing		44	647.3	61	668.8	37	638.5	45	648.4	61	667.8	51	655.3
Editing		40	647.8	58	666.6	33	640.1	38	645.2	56	664.3	47	654.6
LANGUAGE		40	646.2	60	667.0	33	638.9	39	645.8	58	665.0	47	654.0
PARTIAL (Basic) BATTERY		47	N/A	67	N/A	37	N/A	47	N/A	64	N/A	53	N/A

## NOTES:

\* Overall, 87,857 students were tested in grade 9 in Fall 1999—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,857 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.



## Grade 9 performance

- **Students with Limited English Proficiency**

Table 9.6 provides the following data for ninth grade students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 9.6 – *Stanford 9*, Fall 1999, Grade 9  
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for  
Students with Limited English Proficiency (LEP)**

Number Tested *	<b>160</b>	
Percentage of the Total **	<b>&lt;1</b>	
	<b>PR</b>	<b>SS</b>
Reading Vocabulary	29	677.2
Reading Comprehension	26	663.0
<b>TOTAL READING</b>	<b>25</b>	<b>668.1</b>
Mathematics: Problem Solving	39	668.7
Mathematics: Procedures	36	685.1
<b>TOTAL MATHEMATICS</b>	<b>38</b>	<b>675.9</b>
Prewriting	22	620.3
Composing	30	628.2
Editing	22	625.8
<b>LANGUAGE</b>	<b>20</b>	<b>622.6</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>32</b>	<b>N/A</b>

**NOTES:**

\* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

\*\* The percentage indicated is based upon the total of 87,857 LEP and non-LEP students who took the test.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## Grade 9 performance

## - Students with Disabilities

Table 9.7 provides the following data for ninth grade students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

**Table 9.7 – Stanford 9, Fall 1999, Grade 9**  
**Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability**

ALL = Data for ALL disabled students, regardless of disability  
 MR = Mental Retardation (both TMR and EMR)  
 SPD = Severe and Profound Disabilities  
 MD = Multiple Disabilities  
 OI = Orthopedic Impairment  
 VI = Visual Impairment

Description	ALL		MR		SPD		MD		OI		VI	
Number Tested	<b>6,023</b>		<b>92</b>		<b>2</b>		<b>25</b>		<b>16</b>		<b>27</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	29	677.1	6	631.9	*	*	25	672.0	43	693.8	39	689.2
Reading Comprehension	28	665.9	7	628.4	*	*	22	658.4	50	689.4	39	678.4
<b>TOTAL READING</b>	<b>26</b>	<b>670.0</b>	<b>5</b>	<b>631.4</b>	<b>*</b>	<b>*</b>	<b>22</b>	<b>664.5</b>	<b>40</b>	<b>684.8</b>	<b>40</b>	<b>684.5</b>
Mathematics: Prob. Solving	32	660.3	9	629.6	*	*	15	639.7	31	663.1	34	663.5
Mathematics: Procedures	21	665.1	12	647.2	*	*	10	645.0	26	672.2	26	671.4
<b>TOTAL MATHEMATICS</b>	<b>26</b>	<b>663.2</b>	<b>9</b>	<b>638.1</b>	<b>*</b>	<b>*</b>	<b>13</b>	<b>644.5</b>	<b>29</b>	<b>666.1</b>	<b>30</b>	<b>667.0</b>
Prewriting	24	624.5	9	590.7	*	*	19	614.1	34	637.8	41	647.5
Composing	23	618.4	7	582.2	*	*	17	607.7	47	650.0	34	634.2
Editing	21	623.6	9	601.9	*	*	15	613.7	39	647.3	26	632.0
<b>LANGUAGE</b>	<b>18</b>	<b>621.7</b>	<b>5</b>	<b>591.6</b>	<b>*</b>	<b>*</b>	<b>12</b>	<b>612.3</b>	<b>38</b>	<b>646.3</b>	<b>27</b>	<b>633.4</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>27</b>	<b>N/A</b>	<b>8</b>	<b>N/A</b>	<b>*</b>	<b>N/A</b>	<b>20</b>	<b>N/A</b>	<b>32</b>	<b>N/A</b>	<b>35</b>	<b>N/A</b>

HI = Hearing Impairment  
 LD = Learning Disability  
 SED = Serious Emotional Disturbance  
 SLI = Speech or Language Impairment  
 OHI = Other Health Impairment  
 PD = Physical Disability

Description	HI		LD		SED		SLI		OHI		PD	
Number Tested	<b>79</b>		<b>4,194</b>		<b>708</b>		<b>206</b>		<b>428</b>		<b>5</b>	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	17	659.5	26	673.6	36	685.3	45	696.3	35	684.5	*	*
Reading Comprehension	20	654.0	26	663.3	31	669.3	48	688.0	31	669.3	*	*
<b>TOTAL READING</b>	<b>17</b>	<b>656.2</b>	<b>24</b>	<b>667.1</b>	<b>31</b>	<b>675.2</b>	<b>46</b>	<b>689.8</b>	<b>31</b>	<b>674.8</b>	<b>*</b>	<b>*</b>
Mathematics: Prob. Solving	27	655.8	31	659.2	27	655.1	61	690.1	31	659.9	*	*
Mathematics: Procedures	20	662.2	21	664.0	19	660.9	43	693.8	18	660.3	*	*
<b>TOTAL MATHEMATICS</b>	<b>23</b>	<b>658.8</b>	<b>25</b>	<b>662.1</b>	<b>23</b>	<b>659.1</b>	<b>54</b>	<b>691.5</b>	<b>25</b>	<b>661.3</b>	<b>*</b>	<b>*</b>
Prewriting	20	617.4	23	622.9	22	620.9	44	651.0	24	624.6	*	*
Composing	24	618.7	22	615.3	24	619.2	46	649.2	23	617.0	*	*
Editing	23	627.0	19	622.1	22	626.8	41	648.5	21	625.7	*	*
<b>LANGUAGE</b>	<b>18</b>	<b>621.7</b>	<b>17</b>	<b>619.1</b>	<b>18</b>	<b>621.3</b>	<b>41</b>	<b>648.3</b>	<b>18</b>	<b>621.4</b>	<b>*</b>	<b>*</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>21</b>	<b>N/A</b>	<b>25</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>	<b>49</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>	<b>*</b>	<b>N/A</b>

(Table 9.7 is continued on the following page.)

## NOTES:

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the Stanford 9 Partial Battery.

## Grade 9 performance

(Table 9.7, continued)

DB = Deafness and Blindness

A = Autism

TBI = Traumatic Brain Injury

504 = otherwise qualified handicap under Section 504 of the rehabilitation Act of 1973

DD = Developmentally Delayed

Description Number Tested	DB		A		TBI		504		DD	
	1		10		14		220		0	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	*	*	35	684.5	52	704.2	-	-
Reading Comprehension	*	*	*	*	32	669.3	52	692.5	-	-
<b>TOTAL READING</b>	*	*	*	*	<b>30</b>	<b>674.2</b>	<b>51</b>	<b>695.3</b>	-	-
Mathematics: Prob. Solving	*	*	*	*	38	666.8	46	675.0	-	-
Mathematics: Procedures	*	*	*	*	18	659.9	33	681.8	-	-
<b>TOTAL MATHEMATICS</b>	*	*	*	*	<b>27</b>	<b>663.9</b>	<b>41</b>	<b>677.9</b>	-	-
Prewriting	*	*	*	*	16	612.5	42	648.9	-	-
Composing	*	*	*	*	31	629.1	47	650.6	-	-
Editing	*	*	*	*	25	629.3	45	652.1	-	-
<b>LANGUAGE</b>	*	*	*	*	<b>21</b>	<b>625.0</b>	<b>43</b>	<b>649.7</b>	-	-
<b>PARTIAL (Basic) BATTERY</b>	*	<b>N/A</b>	*	<b>N/A</b>	<b>28</b>	<b>N/A</b>	<b>45</b>	<b>N/A</b>	-	<b>N/A</b>

## NOTES:

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

**N/A** Scaled scores are not available for the *Stanford 9* Partial Battery.

## SCHOOL DIVISION PERFORMANCE

### Table A

Table A below compares the Fall 1998 and Fall 1999 percentages of Virginia school divisions with national percentile ranks at or above the national average.

Performance varies from grade to grade and from content area to content area.

**Table A: *Stanford 9*, Fall 1998-1999**  
**Percentages of School Divisions with National Percentile Ranks At or Above 50**

	grade 4		grade 6		grade 9	
	1998	1999	1998	1999	1998	1999
<b>Total Reading</b>	35.1%	42.9%	63.4%	72.9%	69.7%	75.8%
<b>Total Mathematics</b>	48.1%	63.9%	57.1%	72.2%	43.9%	45.5%
<b>Language</b>	51.4%	67.7%	40.3%	53.4%	28.0%	40.9%
<b>Partial (Basic) Battery</b>	47.4%	60.9%	63.9%	76.7%	55.3%	61.4%

### Table B

Table B, which begins on the following page, displays the national percentile rank for each subtest for each school division in Virginia. Also reported in this table are the number and percentage (based on *enrollment*) of students in each grade, in each school division, who took one or more of the subtests under standard conditions.

Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9, Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					52	49	53	57	61	54	57	55	53	59	56
					59	59	59	62	67	55	53	43	55	60	60
					60	57	62	55	61	44	50	49	54	49	56
1	ACCOMACK	4	463	97%	26	27	28	30	34	31	32	32	34	35	31
		6	374	97%	34	37	33	34	38	32	34	30	40	39	36
		9	442	95%	45	43	49	29	37	22	39	40	44	41	38
2	ALBEMARLE	4	976	97%	62	57	63	61	67	54	62	58	56	64	61
		6	885	97%	71	68	71	69	76	58	58	46	59	63	67
		9	961	94%	66	63	67	65	72	53	59	52	62	58	64
101	ALEXANDRIA	4	801	92%	46	43	48	55	56	55	57	54	50	59	53
		6	720	95%	48	47	48	47	52	43	45	38	48	51	50
		9	594	85%	53	50	54	48	53	41	44	42	47	44	50
99	ALLEGHANY HIGHLANDS	4	220	97%	51	51	50	56	57	56	50	54	45	50	54
		6	195	97%	56	54	58	57	60	53	52	43	54	58	56
		9	265	95%	51	49	54	42	46	36	40	40	44	41	46
4	AMELIA	4	159	99%	35	33	39	41	45	41	41	42	40	46	41
		6	129	96%	40	41	41	39	45	34	39	37	38	47	41
		9	142	93%	44	43	47	31	45	17	39	46	41	38	38
5	AMHERST	4	355	98%	40	39	39	37	43	33	43	46	43	44	41
		6	337	99%	46	47	47	46	52	41	47	37	52	52	48
		9	450	95%	51	48	54	44	52	33	42	44	49	42	47
6	APPOMATTOX	4	161	94%	49	47	50	55	58	53	51	49	49	52	52
		6	169	92%	56	53	57	55	61	49	52	42	54	59	56
		9	198	91%	50	48	52	39	44	34	45	48	53	40	44
7	ARLINGTON	4	1256	86%	67	60	67	74	77	70	71	65	65	69	70
		6	1141	88%	72	68	72	81	81	77	66	52	64	71	74
		9	1223	85%	62	58	63	66	71	55	54	50	59	50	62
8	AUGUSTA	4	813	98%	50	48	50	55	60	50	57	54	51	60	55
		6	801	98%	57	57	57	57	62	51	52	42	53	59	57
		9	895	98%	57	53	60	51	61	37	49	47	52	48	52
9	BATH	4	52	95%	63	58	63	73	73	72	59	61	56	56	67
		6	69	97%	62	59	62	62	67	57	55	44	54	64	62
		9	60	100%	66	62	70	49	58	35	42	35	49	47	54
10	BEDFORD	4	848	99%	50	47	52	54	61	48	56	55	53	57	54
		6	796	98%	60	60	59	67	69	64	54	43	56	60	62
		9	790	92%	59	56	60	60	62	55	51	48	57	49	58

Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9 , Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					52	49	53	57	61	54	57	55	53	59	56
					59	59	59	62	67	55	53	43	55	60	60
					60	57	62	55	61	44	50	49	54	49	56
11	BLAND	4	59	100%	34	36	35	32	39	29	36	37	34	39	36
		6	84	100%	59	60	58	53	59	46	43	35	49	50	54
		9	67	97%	59	55	62	46	58	30	48	45	52	48	51
12	BOTETOURT	4	343	99%	54	50	55	56	63	50	60	59	55	59	57
		6	313	99%	62	62	61	59	66	49	56	43	57	62	60
		9	371	94%	62	58	66	62	70	49	55	54	57	54	61
102	BRISTOL	4	201	97%	53	50	55	51	54	50	56	55	51	56	53
		6	160	89%	62	65	60	58	64	52	54	43	54	62	60
		9	194	95%	60	55	65	52	62	38	55	50	58	53	55
13	BRUNSWICK	4	183	95%	29	28	32	24	27	26	32	35	30	36	30
		6	143	88%	32	36	32	35	40	32	32	33	37	36	35
		9	184	92%	43	43	45	52	49	47	36	39	37	40	50
14	BUCHANAN	4	321	100%	33	31	36	38	38	41	39	41	39	43	38
		6	310	99%	44	47	43	39	43	37	37	31	45	42	43
		9	374	96%	47	48	47	37	41	31	38	38	43	40	42
15	BUCKINGHAM	4	181	96%	33	34	34	49	50	50	46	46	40	48	44
		6	141	90%	49	47	50	51	55	47	51	40	52	60	51
		9	175	93%	52	50	55	43	51	31	48	48	50	47	50
103	BUENA VISTA	4	76	88%	56	55	57	57	57	58	54	53	56	49	57
		6	85	87%	57	56	59	66	71	60	51	35	51	63	59
		9	73	100%	47	48	48	40	47	32	44	44	44	44	44
16	CAMPBELL	4	638	99%	51	50	51	50	56	45	55	55	51	55	52
		6	703	99%	52	54	51	48	52	44	46	39	49	51	50
		9	675	94%	61	58	63	50	58	39	50	49	54	50	54
17	CAROLINE	4	305	97%	39	36	43	37	40	37	46	44	49	48	41
		6	254	95%	50	48	52	45	51	39	48	44	49	51	49
		9	320	92%	46	47	48	33	38	27	35	39	39	35	39
18	CARROLL	4	355	98%	39	38	39	43	50	38	42	48	43	39	43
		6	259	89%	57	57	57	53	62	45	44	38	53	47	54
		9	247	93%	62	58	65	52	62	39	51	51	57	47	57
19	CHARLES CITY	4	82	100%	36	40	36	47	52	44	50	47	44	54	45
		6	68	100%	37	39	34	46	55	38	37	35	37	43	44
		9	93	99%	44	45	45	35	41	29	38	40	44	38	40

Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9, Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solv	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					52	49	53	57	61	54	57	55	53	59	56
					59	59	59	62	67	55	53	43	55	60	60
					60	57	62	55	61	44	50	49	54	49	56
20	CHARLOTTE	4	156	91%	55	51	56	59	61	58	62	59	55	65	59
		6	161	91%	65	67	62	63	67	57	54	48	53	60	62
		9	169	88%	54	54	56	47	55	35	54	50	53	56	51
104	CHARLOTTESVILLE	4	327	94%	51	47	50	48	52	45	50	50	47	50	50
		6	329	92%	44	43	44	40	47	34	38	34	44	43	42
		9	327	88%	49	44	52	38	44	30	45	42	49	45	46
136	CHESAPEAKE	4	2939	97%	53	51	53	59	62	56	63	56	56	67	58
		6	2835	95%	57	55	57	59	63	55	54	43	55	60	58
		9	2996	91%	59	57	61	51	59	40	51	49	55	49	54
21	CHESTERFIELD	4	4058	97%	60	56	61	69	72	65	66	63	61	66	65
		6	3984	98%	67	66	66	74	78	66	64	49	63	71	70
		9	3994	94%	66	64	67	64	72	50	59	55	60	57	63
22	CLARKE	4	144	99%	49	47	49	52	58	48	52	53	49	53	51
		6	138	97%	65	61	68	66	71	57	52	46	54	55	63
		9	142	99%	63	59	66	49	62	33	57	56	60	54	56
202	COLONIAL BEACH	4	48	100%	37	42	36	55	56	57	54	44	43	63	50
		6	47	100%	45	47	46	52	54	49	40	34	50	49	48
		9	59	92%	49	54	47	39	44	34	34	37	42	35	42
106	COLONIAL HEIGHTS	4	223	98%	62	56	63	73	76	68	71	64	65	72	67
		6	224	96%	61	60	61	66	72	59	59	48	55	67	63
		9	200	92%	77	74	77	75	80	63	68	61	69	65	73
107	COVINGTON	4	76	99%	47	47	47	40	41	44	47	50	42	48	46
		6	63	98%	58	57	58	44	52	37	49	43	51	51	51
		9	61	100%	59	53	63	46	54	34	54	47	56	55	52
23	CRAIG	4	66	100%	58	53	60	62	66	57	65	61	59	68	61
		6	67	99%	63	63	62	56	65	47	63	51	59	67	61
		9	54	98%	72	69	73	55	65	43	64	49	64	67	64
24	CULPEPER	4	441	97%	55	52	56	61	66	56	62	60	58	63	59
		6	412	96%	60	59	59	60	65	54	54	43	56	59	59
		9	449	98%	58	55	60	56	62	46	49	48	52	47	56
25	CUMBERLAND	4	104	98%	24	29	25	31	38	28	35	38	33	41	30
		6	93	96%	41	43	42	50	57	42	39	28	49	47	45
		9	134	100%	44	46	45	32	35	29	38	46	44	34	39

Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9 , Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solv	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					52	49	53	57	61	54	57	55	53	59	56
					59	59	59	62	67	55	53	43	55	60	60
					60	57	62	55	61	44	50	49	54	49	56
108	DANVILLE	4	601	97%	34	33	35	39	39	44	41	41	40	44	39
		6	595	96%	40	41	39	40	43	38	38	33	44	43	42
		9	709	97%	39	38	42	33	36	30	32	34	39	33	37
26	DICKENSON	4	211	95%	35	36	37	36	41	34	37	42	35	39	37
		6	188	95%	51	52	51	53	55	51	44	38	49	49	52
		9	263	97%	48	44	53	44	50	34	38	40	46	38	46
27	DINWIDDIE	4	325	94%	39	42	39	42	45	43	49	48	44	52	44
		6	351	94%	54	56	51	47	52	42	44	36	51	49	50
		9	365	93%	56	55	58	41	49	31	44	46	48	43	47
28	ESSEX	4	112	92%	40	42	40	47	51	46	48	47	47	51	46
		6	95	91%	52	51	51	49	55	43	53	40	53	64	54
		9	127	92%	54	49	59	41	51	30	48	50	49	47	48
29	FAIRFAX	4	11289	92%	65	57	66	69	73	64	67	62	60	69	67
		6	10851	93%	74	70	74	80	84	73	66	51	63	72	74
		9	11366	91%	72	69	73	75	78	67	63	57	64	61	71
109	FALLS CHURCH	4	130	98%	77	69	76	81	84	74	73	65	58	78	76
		6	122	98%	79	77	77	84	86	80	69	58	61	73	79
		9	146	98%	81	74	84	80	86	66	73	61	71	72	77
30	FAUQUIER	4	762	99%	60	56	61	64	70	57	62	60	58	62	62
		6	769	99%	66	62	66	63	70	52	54	44	57	60	63
		9	833	95%	63	59	66	58	67	44	53	51	56	52	59
31	FLOYD	4	161	98%	59	53	61	73	69	77	60	59	52	61	65
		6	146	96%	58	59	58	63	68	57	52	46	51	58	60
		9	139	93%	59	53	64	49	60	34	52	50	57	50	54
32	FLUVANNA	4	261	99%	48	45	50	58	61	55	57	54	52	60	54
		6	223	98%	60	59	60	66	69	62	51	44	56	54	61
		9	193	94%	64	57	68	53	62	37	55	53	60	52	57
33	FRANKLIN COUNTY	4	585	96%	56	53	57	56	60	52	61	55	57	65	57
		6	515	95%	63	63	62	65	69	59	58	43	58	66	63
		9	505	93%	65	58	70	53	61	41	57	56	59	54	59
135	FRANKLIN	4	95	96%	29	33	27	49	46	55	33	37	36	30	42
		6	114	97%	37	37	35	36	36	38	34	34	40	38	39
		9	91	99%	51	56	49	36	47	25	42	46	46	41	44



Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9 , Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solv	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY	
STATE OF VIRGINIA			4	87411	96%	52	49	53	57	61	54	57	55	53	59	56
			6	82963	95%	59	59	59	62	67	55	53	43	55	60	60
			9	87857	92%	60	57	62	55	61	44	50	49	54	49	56
34	FREDERICK	4	891	98%	57	55	57	62	68	56	63	61	57	65	61	
		6	830	98%	64	63	64	68	71	62	57	43	59	63	64	
		9	868	97%	66	62	68	61	68	49	55	51	58	53	61	
110	FREDERICKSBURG	4	162	92%	45	45	46	48	55	41	53	50	49	54	49	
		6	159	95%	54	55	54	50	58	42	50	44	51	54	52	
		9	154	95%	47	49	47	42	50	33	37	38	43	38	44	
111	GALAX	4	98	100%	57	54	57	64	66	61	62	59	56	64	60	
		6	85	88%	71	70	70	67	73	59	64	44	67	72	69	
		9	91	84%	69	66	70	55	68	36	55	52	59	52	59	
35	GILES	4	211	98%	47	47	48	47	51	45	47	49	41	52	48	
		6	200	95%	58	58	58	60	64	56	51	42	51	58	58	
		9	192	96%	55	52	59	52	58	42	46	41	52	48	52	
36	GLOUCESTER	4	500	97%	53	51	56	56	61	51	55	58	55	51	54	
		6	493	94%	54	52	55	56	66	45	48	42	47	55	54	
		9	631	97%	59	55	63	47	57	34	46	45	50	46	52	
37	GOOCHLAND	4	172	96%	48	45	50	58	62	56	60	57	57	61	56	
		6	136	99%	66	63	68	69	73	63	62	43	61	72	66	
		9	138	97%	56	53	58	54	56	51	44	44	44	47	53	
38	GRAYSON	4	196	98%	43	41	45	38	45	35	44	45	43	45	42	
		6	178	97%	48	50	47	46	53	39	43	35	51	47	47	
		9	178	96%	57	48	64	37	50	23	44	42	53	43	47	
39	GREENE	4	217	98%	44	44	44	48	50	50	50	47	46	56	48	
		6	208	96%	56	54	57	49	59	41	42	39	48	45	52	
		9	198	93%	53	56	50	44	50	35	32	32	39	35	46	
40	GREENSVILLE	4	213	98%	31	35	31	34	39	32	45	41	46	48	37	
		6	181	100%	45	48	42	40	46	35	42	35	50	45	44	
		9	184	82%	47	44	51	37	40	32	39	43	48	36	43	
41	HALIFAX	4	432	91%	44	40	47	44	50	41	49	49	47	48	46	
		6	384	86%	53	56	52	54	59	49	50	42	52	54	53	
		9	441	84%	54	54	56	49	51	44	44	42	47	45	51	
112	HAMPTON	4	1779	95%	42	41	43	52	55	50	47	51	46	44	48	
		6	1981	97%	49	51	48	54	58	49	45	39	50	49	51	
		9	1804	92%	57	55	59	48	57	35	48	49	55	45	52	

Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9, Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING			TOTAL MATHEMATICS			LANGUAGE			PARTIAL (Basic) BATTERY		
					Reading Vocabulary	Reading Comprehension		Mathematics: Problem Solv	Mathematics: Procedures		Prewriting	Composing	Editing			
STATE OF VIRGINIA			4	87411	96%	52	49	53	57	61	54	57	55	53	59	56
			6	82963	95%	59	59	59	62	67	55	53	43	55	60	60
			9	87857	92%	60	57	62	55	61	44	50	49	54	49	56
42	HANOVER	4	1345	99%	59	54	61	63	67	58	63	61	58	63		61
		6	1242	97%	70	69	69	71	77	61	63	49	62	68		69
		9	1315	98%	70	68	71	61	70	47	57	54	60	55		64
113	HARRISONBURG	4	251	85%	62	54	63	63	65	60	56	55	52	58		61
		6	250	95%	70	65	71	74	77	69	61	49	58	68		70
		9	265	90%	63	57	66	68	73	57	52	47	56	53		64
43	HENRICO	4	3083	93%	59	54	60	65	70	59	66	62	58	68		63
		6	3112	94%	66	66	64	67	73	60	61	48	61	68		67
		9	3138	94%	67	66	66	63	69	53	55	50	58	53		64
44	HENRY	4	708	94%	44	44	45	53	56	52	49	51	45	50		50
		6	654	94%	54	55	54	59	63	55	47	39	49	53		56
		9	793	95%	51	47	55	38	47	28	46	48	49	45		44
45	HIGHLAND	4	21	100%	66	59	69	67	70	65	63	65	66	55		65
		6	29	100%	77	68	79	76	79	70	67	56	64	71		73
		9	23	100%	68	61	72	49	62	33	62	63	61	58		58
114	HOPEWELL CITY	4	321	96%	40	38	42	43	47	42	50	51	46	51		44
		6	254	88%	41	45	40	48	50	46	39	31	45	48		45
		9	327	89%	45	45	48	40	51	26	32	35	36	33		41
46	ISLE OF WIGHT	4	394	97%	47	45	48	52	57	49	53	52	47	57		51
		6	355	96%	57	53	56	56	61	50	47	41	50	53		56
		9	470	94%	52	54	53	47	55	37	46	45	53	45		50
49	KING AND QUEEN	4	63	95%	38	39	39	48	48	51	51	46	45	58		46
		6	64	91%	46	48	45	57	58	55	50	41	45	57		51
		9	70	89%	44	46	46	46	43	50	43	49	46	41		47
48	KING GEORGE	4	218	94%	50	47	50	56	61	51	57	50	53	60		54
		6	236	98%	60	56	60	65	69	58	51	41	55	57		61
		9	263	99%	52	51	54	57	61	51	42	42	47	41		54
50	KING WILLIAM	4	139	90%	50	50	50	52	58	47	52	50	49	53		52
		6	113	91%	51	48	54	63	67	58	50	37	61	54		57
		9	130	90%	57	56	59	44	48	40	45	45	50	44		50
51	LANCASTER	4	107	96%	41	41	41	55	57	54	50	49	41	57		49
		6	111	96%	38	39	38	38	43	34	33	35	40	35		39
		9	145	90%	47	44	50	41	48	31	39	38	43	40		43

Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9 , Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING			TOTAL MATHEMATICS			LANGUAGE			PARTIAL (Basic) BATTERY		
					Reading Vocabulary	Reading Comprehension		Mathematics: Problem Solv	Mathematics: Procedures		Prewriting	Composing	Editing			
STATE OF VIRGINIA			4	87411	96%	52	49	53	57	61	54	57	55	53	59	56
			6	82963	95%	59	59	59	62	67	55	53	43	55	60	60
			9	87857	92%	60	57	62	55	61	44	50	49	54	49	56
52	LEE	4	269	91%	51	50	52	54	56	52	57	56	53	58	54	
		6	282	89%	52	54	52	46	51	41	44	37	47	50	49	
		9	310	98%	54	51	56	37	40	34	39	41	42	41	45	
137	LEXINGTON	4	45	98%	71	65	67	69	76	60	68	56	62	71	69	
		6	52	100%	84	83	83	82	85	75	71	48	73	78	80	
		9	0	-	-	-	-	-	-	-	-	-	-	-	-	
53	LOUDOUN	4	2406	98%	66	59	68	74	75	71	70	64	65	71	69	
		6	2124	98%	72	69	72	76	80	67	65	49	65	71	72	
		9	2125	96%	71	64	75	68	73	57	62	56	63	60	67	
54	LOUISA	4	305	95%	44	44	45	57	60	54	52	54	47	53	51	
		6	328	95%	52	51	52	54	58	49	45	38	47	52	53	
		9	332	90%	58	53	62	49	57	38	47	48	51	44	52	
55	LUNENBURG	4	151	94%	31	33	30	32	37	31	32	34	37	30	35	
		6	140	92%	42	49	37	35	43	29	35	33	41	39	41	
		9	169	92%	44	44	45	35	44	26	40	37	44	43	42	
115	LYNCHBURG	4	660	91%	47	43	49	51	54	50	54	51	47	58	51	
		6	662	92%	56	56	55	56	60	52	52	41	52	60	57	
		9	708	91%	55	54	56	45	54	33	47	45	50	47	51	
56	MADISON	4	132	89%	49	51	46	49	53	47	45	44	45	47	49	
		6	124	95%	62	56	65	67	70	62	47	37	52	54	61	
		9	149	91%	62	53	67	62	63	59	51	50	55	49	60	
143	MANASSAS	4	515	97%	57	53	58	55	59	53	63	55	57	66	58	
		6	446	96%	69	68	69	71	77	61	65	49	62	73	69	
		9	444	94%	62	61	62	61	66	52	53	52	56	51	59	
144	MANASSAS PARK	4	136	98%	45	40	48	50	55	47	47	46	54	44	49	
		6	130	96%	44	49	42	56	58	54	44	40	49	50	51	
		9	161	88%	50	50	53	48	57	35	39	43	42	37	48	
116	MARTINSVILLE	4	196	88%	47	45	48	48	52	47	53	48	53	55	49	
		6	184	93%	51	49	53	53	58	47	49	35	50	59	52	
		9	248	88%	54	50	57	50	53	44	45	47	47	45	51	
57	MATHEWS	4	88	97%	49	47	50	59	62	57	55	58	51	54	55	
		6	87	95%	57	53	61	62	69	52	52	43	54	59	57	
		9	125	97%	63	62	63	53	63	40	48	46	50	49	56	

Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9 , Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					52	49	53	57	61	54	57	55	53	59	56
					59	59	59	62	67	55	53	43	55	60	60
					60	57	62	55	61	44	50	49	54	49	56
58	MECKLENBURG	4	387	96%	39	41	39	38	43	37	50	47	45	54	43
		6	389	97%	44	50	42	43	49	38	40	34	45	45	44
		9	424	97%	46	46	49	33	40	26	42	41	45	44	41
59	MIDDLESEX	4	96	100%	50	49	50	51	57	47	53	51	50	53	52
		6	119	93%	53	57	51	54	63	44	53	42	61	57	54
		9	114	92%	67	65	67	41	46	35	51	52	57	47	54
60	MONTGOMERY	4	712	97%	55	51	57	58	63	53	60	56	54	62	58
		6	677	98%	58	59	58	61	68	51	49	38	53	57	58
		9	759	95%	60	55	63	60	65	51	53	49	56	52	59
62	NELSON	4	151	100%	44	45	44	53	53	56	45	47	44	47	49
		6	135	99%	60	62	59	55	59	51	50	48	52	50	57
		9	192	98%	52	53	53	44	50	35	40	42	44	40	46
63	NEW KENT	4	186	96%	47	48	48	57	65	50	54	53	51	53	54
		6	156	89%	66	65	65	73	77	66	59	47	60	65	67
		9	211	94%	61	57	64	50	58	40	48	46	54	48	54
117	NEWPORT NEWS	4	2504	96%	41	40	41	45	48	44	43	47	44	41	44
		6	2263	93%	50	49	49	54	59	50	44	37	50	49	52
		9	2398	94%	51	51	52	44	50	35	40	43	47	38	47
118	NORFOLK	4	2890	95%	38	40	38	45	48	46	47	45	45	50	44
		6	2428	89%	44	46	43	48	51	45	36	31	44	41	46
		9	2481	73%	42	41	44	33	38	28	34	38	40	34	38
65	NORTHAMPTON	4	197	98%	30	33	30	42	44	42	37	37	36	42	39
		6	187	96%	43	44	40	45	47	45	37	36	43	38	46
		9	186	98%	38	40	41	30	29	34	30	33	37	30	35
66	NORTHUMBERLAND	4	124	95%	52	47	54	64	64	65	55	55	49	55	58
		6	106	93%	49	51	47	51	54	48	46	36	52	53	51
		9	124	87%	50	47	54	43	49	37	41	44	47	39	46
119	NORTON	4	49	98%	46	46	48	54	51	59	55	48	52	60	50
		6	49	98%	58	58	56	67	62	71	54	46	52	61	61
		9	56	95%	52	54	51	57	58	55	50	41	52	54	53
67	NOTTOWAY	4	203	97%	47	45	48	48	52	46	50	51	47	52	48
		6	176	90%	48	47	50	45	53	38	44	41	45	49	47
		9	206	82%	47	47	50	43	49	37	35	36	43	35	44

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No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solving	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY
STATE OF VIRGINIA					52	49	53	57	61	54	57	55	53	59	56
					59	59	59	62	67	55	53	43	55	60	60
					60	57	62	55	61	44	50	49	54	49	56
68	ORANGE	4	313	97%	46	42	47	49	54	46	46	47	46	48	50
		6	274	93%	62	61	61	61	65	55	55	45	57	60	60
		9	307	94%	54	48	59	42	45	39	40	41	45	39	47
69	PAGE	4	269	97%	48	44	51	53	58	50	54	54	46	58	52
		6	258	96%	50	53	49	48	53	44	45	38	46	52	50
		9	321	91%	46	44	50	41	50	30	35	38	40	38	43
70	PATRICK	4	231	95%	51	49	52	50	55	47	58	56	49	63	52
		6	222	97%	60	60	60	58	63	53	53	42	56	60	58
		9	176	87%	67	64	68	51	57	44	52	50	53	52	58
120	PETERSBURG	4	527	97%	23	24	25	25	28	26	30	33	29	33	27
		6	480	94%	31	35	29	30	34	30	33	31	42	35	33
		9	410	86%	37	36	41	35	35	33	32	38	37	32	37
71	PITTSYLVANIA	4	709	97%	43	43	44	47	53	43	52	54	49	51	48
		6	697	97%	53	57	51	50	58	43	50	40	54	56	53
		9	811	96%	50	50	53	42	47	36	42	42	48	43	47
142	POQUOSON	4	184	100%	67	61	68	72	76	65	73	66	66	73	69
		6	204	99%	71	67	71	74	80	66	68	50	68	73	71
		9	222	100%	73	72	72	72	77	60	67	62	70	62	70
121	PORTSMOUTH	4	1331	95%	33	37	31	32	37	32	43	41	38	48	37
		6	1260	94%	39	43	38	34	39	31	39	34	42	45	39
		9	1272	87%	43	45	43	36	41	30	37	41	40	38	41
72	POWHATAN	4	248	99%	47	46	49	56	60	53	56	55	53	56	54
		6	285	95%	55	56	56	62	72	50	49	42	47	58	57
		9	255	94%	67	64	69	61	72	43	55	51	58	54	61
73	PRINCE EDWARD	4	228	98%	41	41	42	52	51	54	50	47	48	55	48
		6	183	88%	50	52	51	52	59	45	47	38	51	52	51
		9	176	87%	59	59	59	53	59	43	53	49	57	51	55
74	PRINCE GEORGE	4	449	95%	47	45	48	52	55	50	55	56	54	53	51
		6	464	95%	58	59	58	63	67	59	53	43	56	57	59
		9	401	100%	66	64	66	53	55	48	51	53	57	46	58
75	PRINCE WILLIAM	4	4125	98%	57	52	59	59	64	55	61	59	54	65	59
		6	3957	97%	60	58	61	63	67	57	54	43	54	61	60
		9	3967	92%	61	59	62	52	59	42	50	48	53	50	55

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No.	Division	Grade	Number Tested	% Tested	TOTAL READING			TOTAL MATHEMATICS			LANGUAGE			PARTIAL (Basic) BATTERY		
					Reading Vocabulary	Reading Comprehension		Mathematics: Problem Solv	Mathematics: Procedures		Prewriting	Composing	Editing			
STATE OF VIRGINIA			4	87411	96%	52	49	53	57	61	54	57	55	53	59	
			6	82963	95%	59	59	59	62	67	55	53	43	55	60	
			9	87857	92%	60	57	62	55	61	44	50	49	54	49	
77	PULASKI	4	387	98%	49	47	51	57	59	56	50	50	50	49	53	
		6	356	93%	54	56	52	57	63	50	46	37	54	52	55	
		9	375	89%	59	54	62	57	65	43	51	48	54	51	57	
122	RADFORD	4	122	98%	60	59	59	62	66	57	63	61	60	63	63	
		6	126	98%	71	68	72	71	76	62	69	54	67	74	70	
		9	192	96%	69	63	71	70	72	61	59	52	60	59	66	
78	RAPPAHANNOCK	4	59	94%	69	64	70	67	73	59	66	63	57	67	67	
		6	90	91%	68	66	68	68	74	59	58	46	57	64	65	
		9	94	93%	67	66	66	64	64	61	45	40	50	49	62	
79	RICHMOND COUNTY	4	83	100%	35	38	33	33	38	32	38	45	41	32	37	
		6	110	99%	53	51	51	54	55	54	43	34	47	52	52	
		9	99	97%	57	53	60	62	65	55	50	50	53	46	57	
123	RICHMOND	4	2053	89%	27	28	29	35	38	35	41	40	40	45	35	
		6	1717	85%	31	35	29	32	37	30	33	30	39	37	34	
		9	1549	84%	34	37	35	32	35	30	33	38	39	33	36	
80	ROANOKE COUNTY	4	1041	98%	63	60	63	66	72	59	66	65	61	63	65	
		6	1008	98%	67	64	68	71	77	60	58	49	58	64	67	
		9	1071	98%	70	63	74	69	78	54	60	55	63	58	67	
124	ROANOKE	4	1065	94%	42	42	42	41	45	40	48	49	46	49	44	
		6	992	89%	47	48	47	41	49	35	41	33	44	48	45	
		9	899	78%	54	51	57	41	53	28	46	47	49	45	48	
81	ROCKBRIDGE	4	202	97%	56	53	58	64	67	60	64	59	57	67	61	
		6	210	98%	58	56	59	61	65	55	50	38	52	59	60	
		9	325	94%	65	60	67	59	63	49	57	55	59	54	61	
82	ROCKINGHAM	4	806	95%	57	52	58	63	68	58	62	56	56	65	60	
		6	807	97%	59	58	59	64	70	57	55	45	57	60	61	
		9	915	94%	59	55	63	52	61	39	48	49	53	45	54	
83	RUSSELL	4	339	97%	51	46	54	57	58	57	61	54	55	65	55	
		6	276	98%	56	61	54	57	60	53	55	47	57	58	57	
		9	329	100%	59	56	61	52	58	44	48	44	57	47	55	
139	SALEM	4	310	98%	67	62	68	71	75	65	71	66	63	71	69	
		6	285	99%	69	67	69	74	79	66	63	50	62	70	70	
		9	333	99%	70	67	70	71	75	62	62	57	63	59	68	

Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9 , Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING			TOTAL MATHEMATICS			LANGUAGE			PARTIAL (Basic) BATTERY		
					Reading Vocabulary	Reading Comprehension		Mathematics: Problem Solv	Mathematics: Procedures		Prewriting	Composing	Editing			
STATE OF VIRGINIA			4	87411	96%	52	49	53	57	61	54	57	55	53	59	56
			6	82963	95%	59	59	59	62	67	55	53	43	55	60	60
			9	87857	92%	60	57	62	55	61	44	50	49	54	49	56
84	SCOTT	4	293	97%	47	43	51	60	63	58	60	55	53	65	56	
		6	250	95%	52	49	54	59	63	54	51	42	56	55	56	
		9	264	82%	64	58	68	60	70	44	56	52	59	55	59	
85	SHENANDOAH	4	428	100%	47	46	49	51	57	47	54	52	51	55	51	
		6	412	96%	51	48	53	53	57	49	48	39	52	54	52	
		9	440	93%	60	59	61	47	57	33	43	46	48	41	51	
86	SMYTH	4	389	96%	44	43	47	54	58	50	52	54	48	53	50	
		6	358	98%	57	59	55	57	63	50	47	39	50	51	56	
		9	402	91%	57	54	58	56	65	42	50	49	50	49	55	
87	SOUTHAMPTON	4	210	91%	32	35	32	29	34	30	39	40	37	41	34	
		6	207	90%	44	43	45	38	45	32	45	40	45	50	42	
		9	273	94%	42	41	45	30	37	24	38	41	44	38	37	
88	SPOTSYLVANIA	4	1428	97%	53	51	53	52	58	47	61	57	57	63	54	
		6	1341	97%	62	61	62	61	68	53	59	46	60	65	61	
		9	1533	95%	63	59	65	49	61	33	51	49	55	50	55	
89	STAFFORD	4	1538	98%	58	54	59	61	66	56	63	61	59	63	60	
		6	1488	98%	64	63	64	62	69	54	56	44	58	62	62	
		9	1640	95%	65	61	67	56	63	44	57	56	60	55	60	
126	STAUNTON	4	217	96%	52	48	54	63	63	63	54	57	51	52	58	
		6	202	96%	59	57	57	57	62	51	47	39	50	52	57	
		9	245	92%	54	52	57	46	57	31	41	42	49	40	49	
127	SUFFOLK	4	908	95%	39	42	38	46	47	47	49	49	45	50	45	
		6	798	94%	49	50	50	57	61	53	49	42	56	50	53	
		9	940	87%	42	42	45	35	42	26	32	35	37	35	39	
90	SURRY	4	85	90%	47	53	45	57	61	55	56	59	57	54	54	
		6	83	86%	54	56	55	63	58	68	62	50	59	66	61	
		9	92	94%	48	48	51	39	48	27	49	44	58	46	45	
91	SUSSEX	4	119	91%	28	29	30	33	37	33	38	39	41	40	34	
		6	117	97%	34	35	37	41	43	41	43	37	54	44	41	
		9	90	98%	45	43	47	44	46	40	42	47	48	41	45	
92	TAZEWELL	4	534	99%	52	48	54	59	59	58	58	57	50	62	57	
		6	507	98%	63	63	62	62	67	56	58	46	58	65	62	
		9	604	96%	61	56	65	50	58	40	54	50	57	52	55	

Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9, Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING	Reading Vocabulary	Reading Comprehension	TOTAL MATHEMATICS	Mathematics: Problem Solv	Mathematics: Procedures	LANGUAGE	Prewriting	Composing	Editing	PARTIAL (Basic) BATTERY	
STATE OF VIRGINIA			4	87411	96%	52	49	53	57	61	54	57	55	53	59	56
			6	82963	95%	59	59	59	62	67	55	53	43	55	60	60
			9	87857	92%	60	57	62	55	61	44	50	49	54	49	56
219	VIGINIA SCHOOL for DEAF and BLIND, HAMPTON	4	0	-	-	-	-	-	-	-	-	-	-	-	-	-
		6	0	-	-	-	-	-	-	-	-	-	-	-	-	-
		9	0	-	-	-	-	-	-	-	-	-	-	-	-	-
218	VIGINIA SCHOOL for DEAF and BLIND, STAUNTON	4	4	50%	*	*	*	*	*	*	*	*	*	*	*	*
		6	1	20%	*	*	*	*	*	*	*	*	*	*	*	*
		9	17	81%	4	5	5	12	12	16	7	8	10	14		8
128	VIRGINIA BEACH	4	6192	98%	49	47	49	59	61	57	58	54	54	61		55
		6	5993	98%	59	58	59	61	67	54	52	41	53	59		59
		9	6707	95%	60	59	61	55	62	44	49	49	53	48		56
93	WARREN	4	366	97%	41	42	41	53	56	52	43	46	40	46		48
		6	370	98%	45	47	44	45	46	45	35	29	36	45		44
		9	387	96%	51	47	56	44	54	32	41	40	42	43		48
94	WASHINGTON	4	572	98%	52	49	53	59	63	55	58	53	54	59		57
		6	575	99%	57	56	56	59	66	51	48	38	53	53		57
		9	583	93%	57	52	61	55	63	42	48	45	53	48		54
130	WAYNESBORO	4	259	98%	42	39	45	46	52	43	44	49	43	42		45
		6	223	97%	58	57	59	59	63	53	44	41	47	48		57
		9	223	97%	61	57	64	44	51	33	52	53	55	48		52
207	WEST POINT	4	73	99%	66	61	66	73	77	67	67	64	62	66		69
		6	68	93%	61	65	59	63	73	52	56	42	60	64		61
		9	67	97%	74	67	77	68	79	50	66	58	68	65		70
95	WESTMORELAND	4	161	97%	39	35	43	47	50	47	48	46	44	52		45
		6	163	100%	44	47	44	48	54	44	41	35	43	48		47
		9	166	95%	45	40	50	34	43	25	41	47	43	39		40
131	WILLIAMSBURG-JAMES CITY	4	681	98%	59	54	60	61	65	57	63	59	60	63		61
		6	628	99%	63	60	64	62	69	54	55	45	57	60		62
		9	663	97%	64	61	66	57	67	42	51	50	54	49		58
132	WINCHESTER	4	255	95%	55	52	57	67	69	65	66	61	59	69		63
		6	239	94%	67	65	65	75	77	71	60	48	57	69		69
		9	233	90%	71	66	73	68	79	50	66	60	67	63		69
96	WISE	4	506	95%	49	47	50	58	60	57	55	55	49	60		54
		6	459	92%	61	61	61	59	63	55	55	44	57	61		59
		9	584	93%	54	54	55	45	52	35	40	40	44	41		47

\* To maintain confidentiality of individual students' results, summary data are not presented for any subgroup in which 10 or fewer students were ic



Virginia State Assessment Program, 1999 Detail Report-- TABLE B: Stanford 9 , Fall 1999 Division Results - National Percentile Ra

No.	Division	Grade	Number Tested	% Tested	TOTAL READING			TOTAL MATHEMATICS			LANGUAGE			PARTIAL (Basic) BATTERY		
					Reading Vocabulary	Reading Comprehension		Mathematics: Problem Solv	Mathematics: Procedures		Prewriting	Composing	Editing			
STATE OF VIRGINIA			4	87411	96%	52	49	53	57	61	54	57	55	53	59	56
			6	82963	95%	59	59	59	62	67	55	53	43	55	60	60
			9	87857	92%	60	57	62	55	61	44	50	49	54	49	56
97	WYTHE	4	319	95%	43	41	44	39	45	35	46	47	43	48		43
		6	310	97%	53	57	51	46	54	37	46	37	52	50		50
		9	324	95%	54	51	58	47	55	35	44	42	48	47		50
98	YORK	4	908	98%	64	57	66	67	71	62	67	64	60	67		65
		6	953	99%	67	63	68	72	77	65	60	51	59	65		68
		9	1026	97%	66	62	69	63	69	51	54	51	57	53		62

## STATEWIDE PERFORMANCE

The following pages display statewide results as described below.

### **Table C (pages 59-61)**

Table C displays consolidations of the statewide gender, ethnicity, and LEP tables presented in the preceding sections of this report. The average national percentile rank and mean scaled score are displayed by grade in each test area by gender and ethnicity and for LEP students.

### **Table D (pages 62-64)**

Table D consolidates the statewide disability tables presented in the preceding sections of this report. The national percentile rank and mean scaled score are displayed by grade in each test area for students in each disability category.

### **Table E (pages 65-67)**

For each grade and for each test area, Table E compares Spring 1997, Fall 1998, and Fall 1999 mean scaled scores by gender and ethnicity and for students with limited proficiency in English.

### **Table F (pages 68-70)**

For each grade and for each test area, Table F compares Spring 1997, Fall 1998, and Fall 1999 mean scaled scores of students in each disability category.

Table C

Virginia State Assessment Program  
Fall 1999 Stanford 9  
Average National Percentile Ranks and Mean Scaled Scores  
by Gender, Ethnicity, and Limited English Proficiency  
Grade 4

		Gender						Ethnicity												Limited English Proficiency (LEP)	
		Female		Male		Gender Not Identified		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified			
Number Tested *		41,736		41,055		9		231		2,765		22,464		2,633		51,627		2,582		527	
Percentage of the Total **		47.7		47.0		<1		<1		3.2		25.7		3.0		59.1		2.9		<1	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		50	628.8	47	625.8	***	***	47	625.2	52	632.0	34	607.4	36	611.0	56	636.1	51	630.4	22	589.8
Reading Comprehension		57	638.9	49	629.8	***	***	50	631.3	63	647.2	33	610.1	44	623.6	61	644.6	54	636.3	30	607.1
TOTAL READING		55	634.6	48	627.9	***	***	49	628.4	60	640.7	32	609.0	40	618.5	60	640.8	54	633.6	25	600.1
Mathematics: Problem Solving		61	628.5	61	629.3	***	***	63	631.4	76	647.7	40	606.3	53	619.6	69	638.0	62	630.5	44	610.7
Mathematics: Procedures		54	595.8	53	594.2	***	***	51	592.0	76	625.3	39	577.1	50	590.6	59	601.4	53	594.4	48	588.7
TOTAL MATHEMATICS		57	613.2	57	613.1	***	***	57	613.4	77	636.8	38	592.8	50	605.9	64	621.0	58	613.7	44	599.8
Prewriting		57	607.5	53	602.1	***	***	54	604.0	63	615.9	43	587.9	50	598.3	60	611.8	57	607.4	39	582.1
Composing		56	612.5	50	603.8	***	***	54	609.0	63	621.3	40	590.9	49	602.5	58	615.0	54	610.3	39	589.2
Editing		63	605.8	55	595.7	***	***	55	596.1	76	622.8	45	583.3	54	594.3	65	607.5	59	600.6	47	586.1
LANGUAGE		61	608.2	54	599.0	***	***	56	602.0	72	621.4	42	585.5	52	597.1	64	610.8	58	604.6	41	585.0
PARTIAL (Basic) BATTERY		57	N/A	54	N/A	***	N/A	55	N/A	69	N/A	38	N/A	48	N/A	62	N/A	57	N/A	37	N/A

## NOTES:

\* A total of 87,411 students were tested in grade 4 in Fall 1999 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,411 tested.

\*\*\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Table C, continued

Virginia State Assessment Program  
Fall 1999 Stanford 9  
Average National Percentile Ranks and Mean Scaled Scores  
by Gender, Ethnicity, and Limited English Proficiency  
Grade 6

	Gender						Ethnicity												Limited English Proficiency (LEP)	
	Female		Male		Gender Not Identified		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified			
Number Tested *	39,384		39,984		4		430		2,864		20,819		2,826		50,379		2,055		434	
Percentage of the Total **	47.5		48.2		<1		<1		3.5		25.1		3.4		60.7		2.5		<1	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	61	677.6	56	671.2	***	***	48	662.8	64	681.1	41	654.4	48	662.8	66	682.8	57	673.0	30	642.2
Reading Comprehension	63	671.5	55	663.5	***	***	46	654.0	71	680.7	37	644.4	51	658.8	68	676.9	58	666.5	32	637.6
TOTAL READING	63	673.6	56	666.3	***	***	46	657.0	69	680.3	38	648.6	50	660.1	68	678.6	58	668.5	30	640.2
Mathematics: Problem Solving	67	665.7	67	665.4	***	***	56	654.0	83	686.2	44	641.5	59	656.8	75	675.1	63	660.7	46	643.8
Mathematics: Procedures	58	665.8	53	660.3	***	***	45	650.5	77	691.0	38	642.1	49	656.0	62	670.9	50	656.4	41	646.8
TOTAL MATHEMATICS	63	664.6	61	662.2	***	***	50	651.6	81	687.4	40	640.9	54	655.3	70	672.0	57	657.7	43	644.4
Prewriting	46	625.6	40	618.7	***	***	34	611.8	53	634.7	33	609.6	40	618.2	47	627.0	41	619.9	30	606.1
Composing	59	641.2	51	631.6	***	***	41	620.9	62	644.5	43	623.0	48	628.5	60	642.1	53	633.9	37	615.5
Editing	66	642.3	53	628.6	***	***	46	620.7	74	651.8	43	617.5	52	627.0	66	642.6	57	632.3	36	610.3
LANGUAGE	59	637.1	48	625.9	***	***	39	617.3	67	645.5	37	615.5	46	623.8	60	637.9	50	628.6	32	609.5
PARTIAL (Basic) BATTERY	63	N/A	57	N/A	***	N/A	48	N/A	73	N/A	41	N/A	52	N/A	67	N/A	57	N/A	39	N/A

## NOTES:

\* A total of 82,963 students were tested in grade 6 in Fall 1999 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 82,963 tested.

\*\*\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Table C, continued

Virginia State Assessment Program  
Fall 1999 Stanford 9  
Average National Percentile Ranks and Mean Scaled Scores  
by Gender, Ethnicity, and Limited English Proficiency  
Grade 9

		Gender						Ethnicity												Limited English Proficiency (LEP)	
		Female		Male		Gender Not Identified		American Indian/ Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified			
Number Tested *		41,439		42,995		43		452		3,358		20,812		3,046		53,698		3,112		160	
Percentage of the Total **		47.2		48.9		<1		<1		3.8		23.7		3.5		61.1		3.5		<1	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		58	711.1	57	709.2	34	681.8	50	700.9	61	715.1	40	690.8	49	700.5	64	718.1	54	706.1	29	677.2
Reading Comprehension		67	708.0	57	696.9	44	681.6	53	693.2	66	707.6	41	680.3	50	690.6	70	711.5	58	697.7	26	663.0
TOTAL READING		64	707.6	56	700.4	37	681.0	51	695.1	65	709.1	39	683.6	49	693.5	68	712.3	56	699.7	25	668.1
Mathematics: Problem Solving		61	688.7	62	690.4	34	660.6	53	680.8	77	707.3	38	666.5	50	678.5	70	698.5	56	683.2	39	668.7
Mathematics: Procedures		45	694.7	44	694.6	24	662.4	35	683.0	69	724.9	27	672.4	37	685.7	51	702.3	40	688.5	36	685.1
TOTAL MATHEMATICS		55	690.9	55	692.0	29	662.7	45	681.9	75	713.9	33	669.5	45	681.6	63	699.5	49	685.3	38	675.9
Prewriting		53	662.1	45	652.3	25	631.0	41	646.6	55	664.6	37	642.4	42	648.4	54	663.0	47	654.4	22	620.3
Composing		59	665.2	50	653.9	28	629.3	44	647.3	61	668.8	37	638.5	45	648.4	61	667.8	51	655.3	30	628.2
Editing		54	662.5	44	652.3	35	644.6	40	647.8	58	666.6	33	640.1	38	645.2	56	664.3	47	654.6	22	625.8
LANGUAGE		56	663.0	45	652.0	24	635.3	40	646.2	60	667.0	33	638.9	39	645.8	58	665.0	47	654.0	20	622.6
PARTIAL (Basic) BATTERY		58	N/A	54	N/A	32	N/A	47	N/A	67	N/A	37	N/A	47	N/A	64	N/A	53	N/A	32	N/A

## NOTES:

\* A total of 87,857 students were tested in grade 9 in Fall 1999 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,857 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

MR = Mental Retardation (both TMR and EMR)  
 SPD = Severe and Profound Disabilities  
 MD = Multiple Disabilities  
 OI = Orthopedic Impairment

VI = Visual Impairment  
 HI = Hearing Impairment  
 LD = Learning Disability  
 SED = Serious Emotional Disturbance

Description	ALL		MR		SPD		MD		OI		VI		HI		LD		SED	
Number Tested	4,448		38		3		20		17		16		51		2,084		311	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	28	600.1	4	540.8	*	*	15	576.1	34	609.9	27	597.9	24	594.4	20	588.0	26	597.3
Reading Comprehension	29	606.0	6	559.4	*	*	17	587.9	44	623.6	31	608.3	29	605.2	21	593.7	23	597.0
<b>TOTAL READING</b>	<b>28</b>	<b>604.2</b>	<b>4</b>	<b>553.6</b>	*	*	<b>15</b>	<b>583.7</b>	<b>39</b>	<b>618.5</b>	<b>31</b>	<b>606.6</b>	<b>26</b>	<b>601.9</b>	<b>19</b>	<b>592.0</b>	<b>24</b>	<b>598.0</b>
Mathematics: Prob. Solving	42	608.1	6	550.2	*	*	26	588.8	53	620.1	52	618.6	46	611.9	32	597.5	30	594.9
Mathematics: Procedures	37	574.7	9	527.5	*	*	29	565.1	52	591.4	48	587.8	38	576.8	29	564.2	26	560.1
<b>TOTAL MATHEMATICS</b>	<b>38</b>	<b>592.9</b>	<b>7</b>	<b>542.2</b>	*	*	<b>25</b>	<b>577.1</b>	<b>52</b>	<b>607.6</b>	<b>49</b>	<b>604.6</b>	<b>41</b>	<b>595.8</b>	<b>29</b>	<b>582.5</b>	<b>26</b>	<b>579.7</b>
Prewriting	39	583.3	12	536.4	*	*	34	575.8	52	600.9	43	589.2	35	577.9	31	571.6	32	573.4
Composing	37	587.0	15	552.7	*	*	35	584.5	53	608.1	34	583.7	35	584.4	29	575.7	32	579.9
Editing	41	579.5	21	551.3	*	*	37	574.9	46	585.5	38	575.9	63	605.6	32	566.8	34	570.5
<b>LANGUAGE</b>	<b>38</b>	<b>581.2</b>	<b>11</b>	<b>540.6</b>	*	*	<b>32</b>	<b>574.2</b>	<b>53</b>	<b>599.0</b>	<b>37</b>	<b>579.2</b>	<b>47</b>	<b>592.8</b>	<b>28</b>	<b>568.8</b>	<b>30</b>	<b>573.0</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>38</b>	<b>N/A</b>	<b>8</b>	<b>N/A</b>	*	N/A	<b>28</b>	<b>N/A</b>	<b>51</b>	<b>N/A</b>	<b>48</b>	<b>N/A</b>	<b>41</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>	<b>31</b>	<b>N/A</b>

SLI = Speech or Language Impairment  
 OHI = Other Health Impairment  
 PD = Physical Disability  
 DB = Deafness and Blindness

A = Autism  
 TBI = Traumatic Brain Injury  
 504 = otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973  
 DD = Developmentally Delayed

Description	SLI		OHI		PD		DB		A		TBI		504		DD	
Number Tested	1,272		374		14		1		23		3		176		46	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	42	619.6	29	601.7	38	611.1	*	*	39	614.5	*	*	41	617.5	19	583.0
Reading Comprehension	49	629.7	27	601.8	39	618.6	*	*	38	617.9	*	*	38	618.0	22	595.5
<b>TOTAL READING</b>	<b>46</b>	<b>625.7</b>	<b>26</b>	<b>602.0</b>	<b>37</b>	<b>614.7</b>	*	*	<b>38</b>	<b>615.8</b>	*	*	<b>39</b>	<b>617.8</b>	<b>19</b>	<b>591.7</b>
Mathematics: Prob. Solving	59	627.0	32	596.7	47	613.2	*	*	61	631.1	*	*	49	615.7	29	593.3
Mathematics: Procedures	53	594.6	27	560.6	37	574.6	*	*	54	596.7	*	*	39	577.3	27	560.0
<b>TOTAL MATHEMATICS</b>	<b>56</b>	<b>611.9</b>	<b>27</b>	<b>580.6</b>	<b>40</b>	<b>595.6</b>	*	*	<b>57</b>	<b>615.5</b>	*	*	<b>43</b>	<b>598.2</b>	<b>25</b>	<b>578.2</b>
Prewriting	53	601.7	34	576.4	51	598.0	*	*	46	594.2	*	*	45	591.1	28	567.8
Composing	49	603.1	32	579.8	53	606.9	*	*	54	610.2	*	*	43	594.6	25	570.2
Editing	57	597.9	37	573.3	62	604.2	*	*	67	611.4	*	*	41	578.2	43	581.1
<b>LANGUAGE</b>	<b>54</b>	<b>599.6</b>	<b>33</b>	<b>574.8</b>	<b>54</b>	<b>600.3</b>	*	*	<b>61</b>	<b>608.4</b>	*	*	<b>41</b>	<b>584.5</b>	<b>30</b>	<b>572.6</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>53</b>	<b>N/A</b>	<b>32</b>	<b>N/A</b>	<b>49</b>	<b>N/A</b>	*	N/A	<b>54</b>	<b>N/A</b>	*	N/A	<b>43</b>	<b>N/A</b>	<b>31</b>	<b>N/A</b>

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Table D  
 Virginia State Assessment Program  
 Fall 1999 Stanford 9  
 Average National Percentile Ranks and Mean Scaled Scores  
 by Disability  
 Grade 4

Virginia State Assessment Program  
Fall 1999 Stanford 9  
Average National Percentile Ranks and Mean Scaled Scores  
by Disability  
Grade 6

MR = Mental Retardation (both TMR and EMR)  
SPD = Severe and Profound Disabilities  
MD = Multiple Disabilities  
OI = Orthopedic Impairment

VI = Visual Impairment  
HI = Hearing Impairment  
LD = Learning Disability  
SED = Serious Emotional Disturbance

Description	ALL		MR		SPD		MD		OI		VI		HI		LD		SED	
Number Tested	5,581		44		0		24		22		16		52		3,485		500	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	32	644.3	5	589.0	-	-	20	628.4	54	670.1	49	662.9	35	648.8	27	638.4	36	649.0
Reading Comprehension	29	634.7	7	594.9	-	-	15	615.0	45	653.2	34	640.3	37	644.1	25	629.2	29	634.2
<b>TOTAL READING</b>	<b>30</b>	<b>639.2</b>	<b>5</b>	<b>594.9</b>	-	-	<b>16</b>	<b>622.0</b>	<b>50</b>	<b>660.6</b>	<b>38</b>	<b>648.5</b>	<b>35</b>	<b>645.2</b>	<b>25</b>	<b>633.7</b>	<b>31</b>	<b>640.6</b>
Mathematics: Prob. Solving	39	637.1	4	579.1	-	-	22	617.7	45	643.1	54	651.2	49	646.7	34	632.2	33	630.6
Mathematics: Procedures	28	629.5	7	588.1	-	-	10	600.4	23	624.4	31	634.3	35	639.1	24	624.7	21	619.6
<b>TOTAL MATHEMATICS</b>	<b>32</b>	<b>633.4</b>	<b>4</b>	<b>583.6</b>	-	-	<b>14</b>	<b>610.0</b>	<b>33</b>	<b>634.6</b>	<b>41</b>	<b>643.3</b>	<b>41</b>	<b>642.4</b>	<b>28</b>	<b>628.7</b>	<b>26</b>	<b>626.0</b>
Prewriting	25	598.7	11	571.4	-	-	19	587.4	31	606.7	37	614.7	31	607.5	22	594.5	23	595.4
Composing	30	608.0	8	568.1	-	-	28	603.7	37	616.1	46	625.7	35	613.9	27	603.1	27	603.8
Editing	27	600.1	7	560.4	-	-	16	581.2	46	620.9	35	608.6	35	608.1	22	592.8	28	600.6
<b>LANGUAGE</b>	<b>24</b>	<b>600.7</b>	<b>4</b>	<b>561.8</b>	-	-	<b>16</b>	<b>588.1</b>	<b>34</b>	<b>610.1</b>	<b>35</b>	<b>612.8</b>	<b>32</b>	<b>607.7</b>	<b>19</b>	<b>595.1</b>	<b>22</b>	<b>598.3</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>33</b>	<b>N/A</b>	<b>5</b>	<b>N/A</b>	-	<b>N/A</b>	<b>16</b>	<b>N/A</b>	<b>45</b>	<b>N/A</b>	<b>39</b>	<b>N/A</b>	<b>38</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>	<b>30</b>	<b>N/A</b>

SLI = Speech or Language Impairment  
OHI = Other Health Impairment  
PD = Physical Disability  
DB = Deafness and Blindness

A = Autism  
TBI = Traumatic Brain Injury  
504 = otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973  
DD = Developmentally Delayed

Description	SLI		OHI		PD		DB		A		TBI		504		DD	
Number Tested	581		512		14		0		12		9		310		2	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	51	665.6	32	644.7	55	671.0	-	-	40	655.8	*	*	49	663.9	*	*
Reading Comprehension	55	663.4	25	630.1	42	649.3	-	-	28	631.3	*	*	47	654.5	*	*
<b>TOTAL READING</b>	<b>54</b>	<b>664.5</b>	<b>27</b>	<b>636.2</b>	<b>45</b>	<b>655.7</b>	-	-	<b>35</b>	<b>644.5</b>	<b>*</b>	<b>*</b>	<b>48</b>	<b>658.3</b>	<b>*</b>	<b>*</b>
Mathematics: Prob. Solving	66	664.9	31	629.0	39	636.6	-	-	60	660.8	*	*	57	655.7	*	*
Mathematics: Procedures	55	662.7	20	617.6	35	638.9	-	-	60	668.5	*	*	41	646.5	*	*
<b>TOTAL MATHEMATICS</b>	<b>61</b>	<b>662.5</b>	<b>24</b>	<b>624.1</b>	<b>36</b>	<b>636.6</b>	-	-	<b>59</b>	<b>665.6</b>	<b>*</b>	<b>*</b>	<b>49</b>	<b>650.6</b>	<b>*</b>	<b>*</b>
Prewriting	39	616.9	24	596.9	35	612.4	-	-	33	609.4	*	*	36	613.3	*	*
Composing	49	629.0	29	605.7	47	627.7	-	-	*	*	*	*	45	625.5	*	*
Editing	54	629.0	25	597.1	65	641.6	-	-	46	616.2	*	*	44	619.0	*	*
<b>LANGUAGE</b>	<b>47</b>	<b>625.2</b>	<b>22</b>	<b>598.0</b>	<b>50</b>	<b>628.0</b>	-	-	<b>34</b>	<b>612.0</b>	<b>*</b>	<b>*</b>	<b>39</b>	<b>617.7</b>	<b>*</b>	<b>*</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>56</b>	<b>N/A</b>	<b>29</b>	<b>N/A</b>	<b>44</b>	<b>N/A</b>	-	<b>N/A</b>	<b>53</b>	<b>N/A</b>	<b>*</b>	<b>N/A</b>	<b>48</b>	<b>N/A</b>	<b>*</b>	<b>N/A</b>

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

## Virginia State Assessment Program

Fall 1999 Stanford 9

Average National Percentile Ranks and Mean Scaled Scores  
by Disability  
Grade 9

MR = Mental Retardation (both TMR and EMR)  
 SPD = Severe and Profound Disabilities  
 MD = Multiple Disabilities  
 OI = Orthopedic Impairment

VI = Visual Impairment  
 HI = Hearing Impairment  
 LD = Learning Disability  
 SED = Serious Emotional Disturbance

Description	ALL		MR		SPD		MD		OI		VI		HI		LD		SED	
Number Tested	6,023		92		2		25		16		27		79		4,194		708	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	29	677.1	6	631.9	*	*	25	672.0	43	693.8	39	689.2	17	659.5	26	673.6	36	685.3
Reading Comprehension	28	665.9	7	628.4	*	*	22	658.4	50	689.4	39	678.4	20	654.0	26	663.3	31	669.3
<b>TOTAL READING</b>	<b>26</b>	<b>670.0</b>	<b>5</b>	<b>631.4</b>	*	*	<b>22</b>	<b>664.5</b>	<b>40</b>	<b>684.8</b>	<b>40</b>	<b>684.5</b>	<b>17</b>	<b>656.2</b>	<b>24</b>	<b>667.1</b>	<b>31</b>	<b>675.2</b>
Mathematics: Prob. Solving	32	660.3	9	629.6	*	*	15	639.7	31	663.1	34	663.5	27	655.8	31	659.2	27	655.1
Mathematics: Procedures	21	665.1	12	647.2	*	*	10	645.0	26	672.2	26	671.4	20	662.2	21	664.0	19	660.9
<b>TOTAL MATHEMATICS</b>	<b>26</b>	<b>663.2</b>	<b>9</b>	<b>638.1</b>	*	*	<b>13</b>	<b>644.5</b>	<b>29</b>	<b>666.1</b>	<b>30</b>	<b>667.0</b>	<b>23</b>	<b>658.8</b>	<b>25</b>	<b>662.1</b>	<b>23</b>	<b>659.1</b>
Prewriting	24	624.5	9	590.7	*	*	19	614.1	34	637.8	41	647.5	20	617.4	23	622.9	22	620.9
Composing	23	618.4	7	582.2	*	*	17	607.7	47	650.0	34	634.2	24	618.7	22	615.3	24	619.2
Editing	21	623.6	9	601.9	*	*	15	613.7	39	647.3	26	632.0	23	627.0	19	622.1	22	626.8
<b>LANGUAGE</b>	<b>18</b>	<b>621.7</b>	<b>5</b>	<b>591.6</b>	*	*	<b>12</b>	<b>612.3</b>	<b>38</b>	<b>646.3</b>	<b>27</b>	<b>633.4</b>	<b>18</b>	<b>621.7</b>	<b>17</b>	<b>619.1</b>	<b>18</b>	<b>621.3</b>
<b>PARTIAL (Basic) BATTERY</b>	<b>27</b>	<b>N/A</b>	<b>8</b>	<b>N/A</b>	*	N/A	<b>20</b>	<b>N/A</b>	<b>32</b>	<b>N/A</b>	<b>35</b>	<b>N/A</b>	<b>21</b>	<b>N/A</b>	<b>25</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>

SLI = Speech or Language Impairment  
 OHI = Other Health Impairment  
 PD = Physical Disability  
 DB = Deafness and Blindness

A = Autism  
 TBI = Traumatic Brain Injury  
 504 = otherwise qualified handicap under Section 504 of  
 the Rehabilitation Act of 1973  
 DD = Developmentally Delayed

Description	SLI		OHI		PD		DB		A		TBI		504		DD	
Number Tested	206		428		5		1		10		14		220		0	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	45	696.3	35	684.5	*	*	*	*	*	*	35	684.5	52	704.2	-	-
Reading Comprehension	48	688.0	31	669.3	*	*	*	*	*	*	32	669.3	52	692.5	-	-
<b>TOTAL READING</b>	<b>46</b>	<b>689.8</b>	<b>31</b>	<b>674.8</b>	*	*	*	*	*	*	<b>30</b>	<b>674.2</b>	<b>51</b>	<b>695.3</b>	-	-
Mathematics: Prob. Solving	61	690.1	31	659.9	*	*	*	*	*	*	38	666.8	46	675.0	-	-
Mathematics: Procedures	43	693.8	18	660.3	*	*	*	*	*	*	18	659.9	33	681.8	-	-
<b>TOTAL MATHEMATICS</b>	<b>54</b>	<b>691.5</b>	<b>25</b>	<b>661.3</b>	*	*	*	*	*	*	<b>27</b>	<b>663.9</b>	<b>41</b>	<b>677.9</b>	-	-
Prewriting	44	651.0	24	624.6	*	*	*	*	*	*	16	612.5	42	648.9	-	-
Composing	46	649.2	23	617.0	*	*	*	*	*	*	31	629.1	47	650.6	-	-
Editing	41	648.5	21	625.7	*	*	*	*	*	*	25	629.3	45	652.1	-	-
<b>LANGUAGE</b>	<b>41</b>	<b>648.3</b>	<b>18</b>	<b>621.4</b>	*	*	*	*	*	*	<b>21</b>	<b>625.0</b>	<b>43</b>	<b>649.7</b>	-	-
<b>PARTIAL (Basic) BATTERY</b>	<b>49</b>	<b>N/A</b>	<b>28</b>	<b>N/A</b>	*	N/A	*	N/A	*	N/A	<b>28</b>	<b>N/A</b>	<b>45</b>	<b>N/A</b>	-	N/A

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.



Table E

Virginia State Assessment Program  
Comparison of Spring 1997 - Fall 1999 Stanford 9  
Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency  
Grade 4

			Three-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 1999																													
			Gender									Ethnicity																		Limited English Proficiency (LEP)		
			Female			Male			Gender Not Identified			American Indian/ Alaskan Native			Asian / Pacific Islander			Black			Hispanic			White			Ethnicity Not Identified					
Number Tested *			41,736			41,055			9			231			2,765			22,464			2,633			51,627			2,582			527		
Percentage of the Total **			47.7			47.0			<1			<1			3.2			25.7			3.0			59.1			2.9			<1		
			1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999
Reading Vocabulary			622.1	627.3	628.8	618.3	624.2	625.8	***	620.1	***	624.6	631.8	625.2	623.2	627.8	632.0	598.4	605.2	607.4	605.6	610.5	611.0	629.5	635.0	636.1	618.4	626.1	630.4	584.9	585.4	589.8
Reading Comprehension			628.9	636.0	638.9	620.3	627.4	629.8	***	624.1	***	631.9	636.8	631.3	636.1	644.0	647.2	601.0	607.2	610.1	616.3	621.9	623.6	634.0	642.0	644.6	626.1	632.4	636.3	596.7	601.7	607.1
TOTAL READING			626.2	632.4	634.6	619.7	626.1	627.9	***	622.7	***	629.0	634.8	628.4	630.6	637.2	640.7	600.2	606.5	609.0	612.6	617.3	618.5	632.1	639.0	640.8	623.3	629.7	633.6	592.4	595.9	600.1
Mathematics: Problem Solving			615.0	623.6	628.5	616.4	624.8	629.3	***	612.2	***	622.7	630.5	631.4	633.4	641.7	647.7	592.3	601.1	606.3	607.3	614.4	619.6	624.8	633.6	638.0	613.8	623.6	630.5	595.6	599.8	610.7
Mathematics: Procedures			592.2	592.0	595.8	591.9	590.7	594.2	***	576.0	***	599.4	594.8	592.0	615.9	619.4	625.3	572.9	574.8	577.1	585.6	585.0	590.6	599.0	597.3	601.4	591.3	589.6	594.4	582.1	579.4	588.7
TOTAL MATHEMATICS			604.0	608.8	613.2	604.8	609.1	613.1	***	595.6	***	611.4	614.2	613.4	624.5	630.7	636.8	583.1	588.9	592.8	596.8	600.6	605.9	612.5	616.8	621.0	602.9	608.0	613.7	588.6	589.9	599.8
Prewriting			596.0	603.1	607.5	590.9	598.2	602.1	***	596.6	***	600.2	604.4	604.0	604.3	611.5	615.9	575.8	583.1	587.9	585.2	593.1	598.3	600.5	607.8	611.8	589.1	601.2	607.4	567.0	572.8	582.1
Composing			601.7	609.5	612.5	592.7	600.2	603.8	***	602.0	***	604.1	608.9	609.0	609.3	619.8	621.3	579.8	587.2	590.9	591.8	600.4	602.5	603.8	611.8	615.0	595.6	604.8	610.3	579.2	581.6	589.2
Editing			597.4	602.6	605.8	587.1	592.8	595.7	***	584.3	***	599.0	607.0	596.1	613.5	622.1	622.8	576.2	579.9	583.3	585.3	590.0	594.3	598.0	604.4	607.5	591.9	597.5	600.6	582.3	577.9	586.1
LANGUAGE			597.5	604.4	608.2	588.4	595.4	599.0	***	593.2	***	600.5	606.6	602.0	609.7	619.6	621.4	575.4	581.5	585.5	585.6	592.7	597.1	599.6	607.1	610.8	591.0	600.1	604.6	575.2	576.4	585.0

## NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

\* A total of 87,411 students were tested in grade 4 in Fall 1999 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,411 tested.

\*\*\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

Table E, continued

Virginia State Assessment Program  
Comparison of Spring 1997 - Fall 1999 Stanford 9  
Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency  
Grade 6

		Three-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 1999																													
		Gender									Ethnicity																	Limited English Proficiency (LEP)			
		Female			Male			Gender Not Identified			American Indian/ Alaskan Native			Asian / Pacific Islander			Black			Hispanic			White			Ethnicity Not Identified					
Number Tested *		39,384			39,984			4			430			2,864			20,819			2,826			50,379			2,055			434		
Percentage of the Total **		47.5			48.2			<1			<1			3.5			25.1			3.4			60.7			2.5			<1		
		1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999
Reading Vocabulary		674.0	676.5	677.6	669.3	670.2	671.2	***	663.7	***	670.3	668.0	662.8	678.8	678.5	681.1	651.8	653.3	654.4	663.2	664.0	662.8	679.1	681.4	682.8	668.7	672.9	673.0	645.3	638.8	642.2
Reading Comprehension		666.7	669.6	671.5	661.7	662.0	663.5	***	651.0	***	664.3	659.4	654.0	674.8	678.4	680.7	641.6	642.5	644.4	655.7	659.0	658.8	672.7	674.8	676.9	661.3	665.7	666.5	635.8	634.4	637.6
TOTAL READING		669.1	671.9	673.6	664.4	665.2	666.3	***	659.2	***	666.1	662.2	657.0	675.7	677.9	680.3	645.6	646.9	648.6	658.3	660.7	660.1	674.6	676.9	678.6	663.5	668.3	668.5	640.2	636.7	640.2
Mathematics: Problem Solving		657.6	662.6	665.7	660.2	662.3	665.4	***	642.3	***	662.9	655.1	654.0	680.0	683.2	686.2	634.9	637.5	641.5	652.5	655.6	656.8	667.2	671.8	675.1	654.5	659.6	660.7	646.0	641.9	643.8
Mathematics: Procedures		660.9	661.2	665.8	658.6	656.0	660.3	***	644.8	***	659.7	649.8	650.5	683.5	685.5	691.0	639.3	637.9	642.1	653.0	652.2	656.0	666.7	666.0	670.9	653.8	656.2	656.4	655.3	646.2	646.8
TOTAL MATHEMATICS		657.8	660.8	664.6	658.4	658.6	662.2	***	644.2	***	660.7	651.9	651.6	680.4	683.3	687.4	636.0	637.0	640.9	651.6	653.0	655.3	665.7	668.0	672.0	653.2	657.3	657.7	648.7	642.9	644.4
Prewriting		625.6	624.8	625.6	619.9	618.0	618.7	***	613.2	***	620.9	617.6	611.8	633.7	633.4	634.7	611.1	608.9	609.6	618.6	617.8	618.2	626.9	626.1	627.0	619.9	620.2	619.9	609.6	603.9	606.1
Composing		636.8	639.7	641.2	628.6	629.9	631.6	***	637.6	***	632.6	627.6	620.9	640.4	643.0	644.5	619.0	620.5	623.0	626.1	628.9	628.5	637.9	640.5	642.1	630.4	633.0	633.9	617.8	614.5	615.5
Editing		638.8	639.7	642.3	627.4	626.2	628.6	***	625.7	***	634.3	624.8	620.7	648.7	650.2	651.8	616.0	614.4	617.5	625.9	623.8	627.0	639.2	640.0	642.6	627.6	630.7	632.3	612.6	608.6	610.3
LANGUAGE		634.0	635.2	637.1	624.9	624.2	625.9	***	617.6	***	629.5	622.6	617.3	642.4	643.8	645.5	614.3	613.3	615.5	622.7	622.4	623.8	634.9	636.0	637.9	624.4	627.7	628.6	611.9	608.1	609.5

## NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

\* A total of 82,963 students were tested in grade 6 in Fall 1999 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 82,963 tested.

\*\*\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

Table E, continued

Virginia State Assessment Program  
Comparison of Spring 1997- Fall 1999 Stanford 9  
Mean Scaled Scores by Gender, Ethnicity, and Limited English Proficiency  
Grade 9

			Three-Year Mean Scaled Score Comparisons, Spring 1997 through Fall 1999																													
			Gender									Ethnicity																		Limited English Proficiency (LEP)		
			Female			Male			Gender Not Identified			American Indian/ Alaskan Native			Asian / Pacific Islander			Black			Hispanic			White			Ethnicity Not Identified					
Number Tested *			41,439			42,995			43			452			3,358			20,812			3,046			53,698			3,112			160		
Percentage of the Total **			47.2			48.9			<1			<1			3.8			23.7			3.5			61.1			3.5			<1		
			1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999
Reading Vocabulary			708.7	709.5	711.1	706.8	707.5	709.2	687.6	678.4	681.8	707.2	704.8	700.9	714.6	715.1	715.1	687.0	688.3	690.8	698.9	700.6	700.5	715.5	716.6	718.1	701.1	705.2	706.1	671.8	673.6	677.2
Reading Comprehension			707.1	706.9	708.0	696.1	694.7	696.9	682.1	671.9	681.6	698.2	696.6	693.2	706.8	706.8	707.6	679.8	679.4	680.3	690.7	689.6	690.6	709.9	709.6	711.5	698.2	697.2	697.7	663.1	664.0	663.0
TOTAL READING			706.2	706.3	707.6	699.0	698.4	700.4	684.0	674.8	681.0	700.3	698.4	695.1	708.5	708.6	709.1	682.0	682.2	683.6	692.9	692.9	693.5	710.4	710.6	712.3	697.9	699.1	699.7	666.3	667.7	668.1
Mathematics: Problem Solving			678.2	685.7	688.7	681.3	687.2	690.4	***	667.1	660.6	673.9	682.8	680.8	700.7	705.0	707.3	656.8	663.1	666.5	671.1	677.3	678.5	687.7	695.4	698.5	672.5	681.1	683.2	666.5	668.0	668.7
Mathematics: Procedures			697.4	696.7	694.7	696.4	695.7	694.6	***	676.4	662.4	687.4	691.6	683.0	726.9	723.8	724.9	672.9	675.1	672.4	688.7	687.1	685.7	704.6	703.8	702.3	692.5	690.2	688.5	687.0	686.2	685.1
TOTAL MATHEMATICS			685.7	689.8	690.9	687.3	690.5	692.0	***	673.0	662.7	679.5	686.6	681.9	710.5	712.0	713.9	663.8	668.4	669.5	678.2	681.6	681.6	694.0	698.2	699.5	680.4	685.0	685.3	674.5	676.0	675.9
Prewriting			659.1	660.1	662.1	650.2	649.5	652.3	***	631.0	631.0	651.4	649.7	646.6	663.3	663.9	664.6	639.6	640.1	642.4	647.7	647.0	648.4	660.1	660.6	663.0	651.9	651.1	654.4	622.3	618.2	620.3
Composing			663.4	662.4	665.2	652.9	651.2	653.9	***	625.1	629.3	652.0	649.3	647.3	666.6	666.7	668.8	637.2	636.2	638.5	648.2	645.6	648.4	665.8	665.2	667.8	657.4	652.1	655.3	619.2	624.7	628.2
Editing			658.6	661.4	662.5	649.5	650.1	652.3	***	627.2	644.6	650.3	652.3	647.8	664.0	666.8	666.6	638.1	638.7	640.1	645.1	646.4	645.2	659.8	662.4	664.3	649.6	652.3	654.6	627.5	629.2	625.8
LANGUAGE			659.5	661.2	663.0	649.6	649.4	652.0	***	626.3	635.3	649.1	649.9	646.2	664.5	666.3	667.0	636.8	637.0	638.9	645.2	645.2	645.8	661.0	662.5	665.0	651.1	651.0	654.0	621.8	623.4	622.6

**NOTES:**

Scaled scores are not available for the *Stanford 9* Partial Battery.

\* A total of 87,857 students were tested in grade 9 in Fall 1999 without regard to the subgroups named above—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

\*\* Percentages shown are based upon the total of 87,857 tested.

\*\*\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

ALL = Data for ALL disabled students, regardless of disability

MR = Mental Retardation (both TMR and EMR)

SPD = Severe and Profound Disabilities

MD = Multiple Disabilities

OI = Orthopedic Impairment

VI = Visual Impairment

HI = Hearing Impairment

LD = Learning Disability

SED = Serious Emotional Disturbance

Description	ALL			MR			SPD			MD			OI			VI			HI			LD			SED		
Number Tested, 1999	4,448			38			3			20			17			16			51			2,084			311		
	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999
Reading Vocabulary	**	**	600.1	537.7	533.4	540.8	*	*	*	581.3	595.7	576.1	603.7	600.4	609.9	622.7	626.1	597.9	583.9	579.1	594.4	579.3	582.3	588.0	595.5	597.5	597.3
Reading Comprehension	**	**	606.0	553.9	557.5	559.4	*	*	*	589.0	607.0	587.9	622.5	597.1	623.6	631.2	629.8	608.3	591.5	595.9	605.2	585.3	586.9	593.7	592.5	597.1	597.0
<b>TOTAL READING</b>	<b>**</b>	<b>**</b>	<b>604.2</b>	<b>550.1</b>	<b>549.9</b>	<b>553.6</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>586.8</b>	<b>602.4</b>	<b>583.7</b>	<b>616.7</b>	<b>598.0</b>	<b>618.5</b>	<b>628.0</b>	<b>627.7</b>	<b>606.6</b>	<b>589.8</b>	<b>587.3</b>	<b>601.9</b>	<b>584.4</b>	<b>586.0</b>	<b>592.0</b>	<b>597.1</b>	<b>597.7</b>	<b>598.0</b>
Mathematics: Problem Solving	**	**	608.1	545.6	550.4	550.2	*	*	*	579.2	596.7	588.8	605.0	603.8	620.1	618.3	620.8	618.6	585.8	595.3	611.9	583.4	589.5	597.5	585.6	587.6	594.9
Mathematics: Procedures	**	**	574.7	527.1	515.1	527.5	*	*	*	558.6	565.0	565.1	580.2	561.3	591.4	599.6	592.5	587.8	570.3	566.8	576.8	558.6	558.7	564.2	556.2	551.5	560.1
<b>TOTAL MATHEMATICS</b>	<b>**</b>	<b>**</b>	<b>592.9</b>	<b>538.7</b>	<b>536.8</b>	<b>542.2</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>569.5</b>	<b>582.9</b>	<b>577.1</b>	<b>593.1</b>	<b>585.4</b>	<b>607.6</b>	<b>609.0</b>	<b>607.2</b>	<b>604.6</b>	<b>578.7</b>	<b>582.3</b>	<b>595.8</b>	<b>572.2</b>	<b>575.6</b>	<b>582.5</b>	<b>572.6</b>	<b>572.2</b>	<b>579.7</b>
Prewriting	**	**	583.3	531.1	525.8	536.4	*	*	*	555.9	580.5	575.8	590.0	581.4	600.9	587.3	593.8	589.2	566.6	567.3	577.9	556.7	563.3	571.6	564.7	567.0	573.4
Composing	**	**	587.0	547.0	547.8	552.7	*	*	*	572.2	577.1	584.5	584.2	584.6	608.1	600.0	604.5	583.7	571.5	578.5	584.4	563.4	571.1	575.7	567.6	569.5	579.9
Editing	**	**	579.5	546.4	551.2	551.3	*	*	*	570.6	578.2	574.9	581.5	562.6	585.5	597.5	597.4	575.9	570.1	585.0	605.6	556.5	561.5	566.8	567.8	568.3	570.5
<b>LANGUAGE</b>	<b>**</b>	<b>**</b>	<b>581.2</b>	<b>536.9</b>	<b>542.8</b>	<b>540.6</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>562.6</b>	<b>577.8</b>	<b>574.2</b>	<b>585.8</b>	<b>572.4</b>	<b>599.0</b>	<b>594.9</b>	<b>597.5</b>	<b>579.2</b>	<b>565.3</b>	<b>575.2</b>	<b>592.8</b>	<b>556.0</b>	<b>562.8</b>	<b>568.8</b>	<b>562.2</b>	<b>566.2</b>	<b>573.0</b>

SLI = Speech or Language Impairment

OHI = Other Health Impairment

PD = Physical Disability

DB = Deafness and Blindness

A = Autism

TBI = Traumatic Brain Injury

504 = otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973

DD = Developmentally Delayed

Description	SLI			OHI			PD			DB			A			TBI			504			DD		
Number Tested, 1999	1,272			374			14			1			23			3			176			46		
	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999	1997 (gr 3)	1998	1999
Reading Vocabulary	608.0	616.2	619.6	590.1	594.7	601.7	596.0	607.4	611.1	*	N/A	*	*	*	614.5	*	*	*	664.6	616.2	617.5	**	*	583.0
Reading Comprehension	614.5	622.7	629.7	588.2	594.4	601.8	600.7	612.4	618.6	*	N/A	*	*	*	617.9	*	*	*	673.2	613.5	618.0	**	*	595.5
<b>TOTAL READING</b>	<b>612.5</b>	<b>620.2</b>	<b>625.7</b>	<b>588.7</b>	<b>596.0</b>	<b>602.0</b>	<b>596.9</b>	<b>610.3</b>	<b>614.7</b>	*	<b>N/A</b>	*	*	*	<b>615.8</b>	*	*	*	<b>672.0</b>	<b>614.9</b>	<b>617.8</b>	<b>**</b>	*	<b>591.7</b>
Mathematics: Problem Solving	609.5	619.3	627.0	579.0	590.4	596.7	594.4	608.9	613.2	*	N/A	*	*	*	631.1	*	*	*	677.5	607.8	615.7	**	*	593.3
Mathematics: Procedures	585.4	586.2	594.6	555.6	550.5	560.6	577.4	567.3	574.6	*	N/A	*	*	*	596.7	*	*	*	643.8	571.9	577.3	**	*	560.0
<b>TOTAL MATHEMATICS</b>	<b>598.2</b>	<b>604.0</b>	<b>611.9</b>	<b>568.8</b>	<b>572.7</b>	<b>580.6</b>	<b>587.3</b>	<b>593.0</b>	<b>595.6</b>	*	<b>N/A</b>	*	*	*	<b>615.5</b>	*	*	*	<b>664.8</b>	<b>591.4</b>	<b>598.2</b>	<b>**</b>	*	<b>578.2</b>
Prewriting	583.1	593.6	601.7	562.7	572.1	576.4	573.4	593.1	598.0	*	N/A	*	*	*	594.2	*	*	*	623.8	585.4	591.1	**	*	567.8
Composing	589.3	599.0	603.1	564.0	571.9	579.8	575.8	571.5	606.9	*	N/A	*	*	*	610.2	*	*	*	632.3	587.9	594.6	**	*	570.2
Editing	583.9	591.7	597.9	557.4	563.6	573.3	566.8	563.3	604.2	*	N/A	*	*	*	611.4	*	*	*	639.1	587.0	578.2	**	*	581.1
<b>LANGUAGE</b>	<b>583.7</b>	<b>593.9</b>	<b>599.6</b>	<b>558.5</b>	<b>567.7</b>	<b>574.8</b>	<b>565.0</b>	<b>575.4</b>	<b>600.3</b>	*	<b>N/A</b>	*	*	*	<b>608.4</b>	*	*	*	<b>637.6</b>	<b>584.8</b>	<b>584.5</b>	<b>**</b>	*	<b>572.6</b>

#### NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

\*\* Data were not collected for ALL in 1997 or 1998 or for DEVELOPMENTALLY DELAYED in 1997.

N/A No students were tested in this category.

Table F  
Virginia State Assessment Program  
Comparison of Spring 1997 – Fall 1999 Stanford 9  
Mean Scaled Scores by Disability  
Grade 4

ALL = Data for ALL disabled students, regardless of disability

MR = Mental Retardation (both TMR and EMR)

SPD = Severe and Profound Disabilities

MD = Multiple Disabilities

OI = Orthopedic Impairment

VI = Visual Impairment

HI = Hearing Impairment

LD = Learning Disability

SED = Serious Emotional Disturbance

Description	ALL			MR			SPD			MD			OI			VI			HI			LD			SED		
Number Tested, 1999	5,581			44			0			24			22			16			52			3,485			500		
	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999
Reading Vocabulary	**	**	644.3	594.1	605.2	589.0	*	*	N/A	643.0	648.7	628.4	*	655.5	670.1	666.8	674.4	662.9	631.5	626.7	648.8	638.8	636.0	638.4	645.6	641.2	649.0
Reading Comprehension	**	**	634.7	585.1	596.4	594.9	*	*	N/A	627.7	635.4	615.0	*	643.6	653.2	661.4	670.3	640.3	631.7	615.1	644.1	629.0	626.7	629.2	630.9	628.5	634.2
<b>TOTAL READING</b>	**	**	<b>639.2</b>	<b>591.0</b>	<b>603.2</b>	<b>594.9</b>	*	*	<b>N/A</b>	<b>634.9</b>	<b>641.8</b>	<b>622.0</b>	*	<b>647.4</b>	<b>660.6</b>	<b>662.9</b>	<b>671.8</b>	<b>648.5</b>	<b>632.3</b>	<b>622.8</b>	<b>645.2</b>	<b>634.0</b>	<b>631.7</b>	<b>633.7</b>	<b>638.2</b>	<b>634.3</b>	<b>640.6</b>
Mathematics: Problem Solving	**	**	637.1	579.7	586.9	579.1	*	*	N/A	620.9	633.4	617.7	614.6	628.9	643.1	651.3	660.7	651.2	631.3	634.8	646.7	628.5	626.9	632.2	624.5	622.9	630.6
Mathematics: Procedures	**	**	629.5	583.7	587.8	588.1	*	*	N/A	622.6	628.0	600.4	616.1	633.7	624.4	652.6	657.6	634.3	620.4	631.2	639.1	623.3	619.8	624.7	619.4	612.5	619.6
<b>TOTAL MATHEMATICS</b>	**	**	<b>633.4</b>	<b>582.2</b>	<b>587.5</b>	<b>583.6</b>	*	*	<b>N/A</b>	<b>621.6</b>	<b>631.0</b>	<b>610.0</b>	<b>615.3</b>	<b>630.7</b>	<b>634.6</b>	<b>650.5</b>	<b>658.6</b>	<b>643.3</b>	<b>626.7</b>	<b>632.8</b>	<b>642.4</b>	<b>626.0</b>	<b>623.7</b>	<b>628.7</b>	<b>622.3</b>	<b>618.7</b>	<b>626.0</b>
Prewriting	**	**	598.7	560.3	561.3	571.4	*	*	N/A	602.5	601.0	587.4	598.3	604.8	606.7	619.5	619.3	614.7	599.9	584.8	607.5	595.7	592.3	594.5	596.5	590.3	595.4
Composing	**	**	608.0	575.9	567.5	568.1	*	*	N/A	604.3	610.7	603.7	606.6	614.0	616.1	630.6	632.0	625.7	602.1	600.3	613.9	601.4	600.6	603.1	601.9	597.8	603.8
Editing	**	**	600.1	561.1	562.6	560.4	*	*	N/A	598.3	606.1	581.2	595.4	614.8	620.9	626.8	629.6	608.6	608.6	597.5	608.1	590.8	589.2	592.8	592.5	591.3	600.6
<b>LANGUAGE</b>	**	**	<b>600.7</b>	<b>564.6</b>	<b>561.2</b>	<b>561.8</b>	*	*	<b>N/A</b>	<b>598.0</b>	<b>605.0</b>	<b>588.1</b>	<b>601.4</b>	<b>612.2</b>	<b>610.1</b>	<b>624.5</b>	<b>626.7</b>	<b>612.8</b>	<b>603.6</b>	<b>594.0</b>	<b>607.7</b>	<b>593.9</b>	<b>592.2</b>	<b>595.1</b>	<b>594.7</b>	<b>590.8</b>	<b>598.3</b>

SLI = Speech or Language Impairment

OHI = Other Health Impairment

PD = Physical Disability

DB = Deafness and Blindness

A = Autism

TBI = Traumatic Brain Injury

504 = otherwise qualified handicap under Section 504 of the Rehabilitation Act of 1973

DD = Developmentally Delayed

Description	SLI			OHI			PD			DB			A			TBI			504			DD		
Number Tested, 1999	581			512			14			0			12			9			310			2		
	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999	1997 (gr 5)	1998	1999
Reading Vocabulary	661.3	663.9	665.6	641.5	637.1	644.7	693.5	665.9	671.0	*	*	N/A	*	654.8	655.8	*	*	*	714.0	668.3	663.9	**	*	*
Reading Comprehension	654.8	661.3	663.4	632.5	624.9	630.1	659.4	630.1	649.3	*	*	N/A	*	655.4	631.3	*	*	*	701.1	653.5	654.5	**	*	*
<b>TOTAL READING</b>	<b>657.8</b>	<b>663.2</b>	<b>664.5</b>	<b>636.7</b>	<b>631.1</b>	<b>636.2</b>	<b>672.9</b>	<b>654.1</b>	<b>655.7</b>	*	*	<b>N/A</b>	*	<b>653.3</b>	<b>644.5</b>	*	*	*	<b>707.6</b>	<b>659.1</b>	<b>658.3</b>	**	*	*
Mathematics: Problem Solving	656.3	660.1	664.9	622.4	619.0	629.0	667.6	622.3	636.6	*	*	N/A	*	647.7	660.8	*	*	*	706.7	653.3	655.7	**	*	*
Mathematics: Procedures	652.0	658.3	662.7	621.2	608.4	617.6	674.4	616.9	638.9	*	*	N/A	*	657.3	668.5	*	*	*	705.5	640.8	646.5	**	*	*
<b>TOTAL MATHEMATICS</b>	<b>653.2</b>	<b>658.0</b>	<b>662.5</b>	<b>621.8</b>	<b>614.6</b>	<b>624.1</b>	<b>670.2</b>	<b>625.3</b>	<b>636.6</b>	*	*	<b>N/A</b>	*	<b>650.3</b>	<b>665.6</b>	*	*	*	<b>708.7</b>	<b>646.8</b>	<b>650.6</b>	**	*	*
Prewriting	614.5	616.9	616.9	596.0	589.4	596.9	617.8	609.1	612.4	*	*	N/A	*	623.3	609.4	*	*	*	644.2	611.5	613.3	**	*	*
Composing	623.7	628.1	629.0	603.2	597.1	605.7	626.3	608.1	627.7	*	*	N/A	*	636.8	*	*	*	*	655.1	625.6	625.5	**	*	*
Editing	619.6	624.6	629.0	595.8	589.4	597.1	623.1	630.2	641.6	*	*	N/A	*	624.1	616.2	*	*	*	663.8	618.8	619.0	**	*	*
<b>LANGUAGE</b>	<b>618.5</b>	<b>622.1</b>	<b>625.2</b>	<b>595.7</b>	<b>590.6</b>	<b>598.0</b>	<b>622.2</b>	<b>606.5</b>	<b>628.0</b>	*	*	<b>N/A</b>	*	<b>629.5</b>	<b>612.0</b>	*	*	*	<b>659.8</b>	<b>618.0</b>	<b>617.7</b>	**	*	*

# NOTES:

Scaled scores are not available for the *Stanford 9* Partial Battery.

\* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

\*\* Data were not collected for ALL in 1997 or 1998 or for DEVELOPMENTALLY DELAYED in 1997.

N/A No students were tested in this category.

ALL = Data for ALL disabled students, regardless of disability

MR = Mental Retardation (both TMR and EMR)

SPD = Severe and Profound Disabilities

MD = Multiple Disabilities

OI = Orthopedic Impairment

VI = Visual Impairment

HI = Hearing Impairment

LD = Learning Disability

SED = Serious Emotional Disturbance

Description	ALL			MR			SPD			MD			OI			VI			HI			LD			SED		
Number Tested, 1999	6,023			92			2			25			16			27			79			4,194			708		
	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999
Reading Vocabulary	**	**	677.1	625.2	633.9	631.9	*	*	*	679.7	673.9	672.0	*	*	693.8	704.0	704.2	689.2	673.0	662.9	659.5	671.9	671.1	673.6	680.8	680.2	685.3
Reading Comprehension	**	**	665.9	623.1	632.0	628.4	*	*	*	675.5	665.4	658.4	675.6	*	689.4	705.1	700.3	678.4	666.6	661.2	654.0	663.5	660.8	663.3	667.3	662.3	669.3
<b>TOTAL READING</b>	<b>**</b>	<b>**</b>	<b>670.0</b>	<b>625.7</b>	<b>633.4</b>	<b>631.4</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>676.2</b>	<b>667.9</b>	<b>664.5</b>	<b>*</b>	<b>*</b>	<b>684.8</b>	<b>703.4</b>	<b>700.1</b>	<b>684.5</b>	<b>668.9</b>	<b>661.6</b>	<b>656.2</b>	<b>667.2</b>	<b>664.6</b>	<b>667.1</b>	<b>672.8</b>	<b>669.1</b>	<b>675.2</b>
Mathematics: Problem Solving	**	**	660.3	626.1	629.0	629.6	*	*	*	656.4	653.5	639.7	*	*	663.1	673.3	679.0	663.5	658.3	658.3	655.8	651.5	654.4	659.2	648.8	651.2	655.1
Mathematics: Procedures	**	**	665.1	638.7	644.0	647.2	*	*	*	677.3	664.8	645.0	*	*	672.2	700.4	690.5	671.4	674.0	674.8	662.2	663.5	661.5	664.0	659.4	659.8	660.9
<b>TOTAL MATHEMATICS</b>	<b>**</b>	<b>**</b>	<b>663.2</b>	<b>632.8</b>	<b>636.2</b>	<b>638.1</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>665.1</b>	<b>658.4</b>	<b>644.5</b>	<b>*</b>	<b>*</b>	<b>666.1</b>	<b>683.7</b>	<b>683.6</b>	<b>667.0</b>	<b>664.8</b>	<b>666.6</b>	<b>658.8</b>	<b>657.2</b>	<b>658.3</b>	<b>662.1</b>	<b>654.1</b>	<b>655.9</b>	<b>659.1</b>
Prewriting	**	**	624.5	579.5	589.4	590.7	*	*	*	641.8	622.7	614.1	632.0	*	637.8	657.9	651.8	647.5	626.4	625.4	617.4	623.2	620.8	622.9	621.1	615.7	620.9
Composing	**	**	618.4	587.1	581.9	582.2	*	*	*	628.8	619.3	607.7	*	*	650.0	668.4	655.6	634.2	610.3	625.8	618.7	617.7	612.5	615.3	620.1	617.2	619.2
Editing	**	**	623.6	599.8	603.9	601.9	*	*	*	625.3	626.9	613.7	*	*	647.3	654.4	654.0	632.0	635.3	639.3	627.0	620.6	619.8	622.1	624.4	623.5	626.8
<b>LANGUAGE</b>	<b>**</b>	<b>**</b>	<b>621.7</b>	<b>589.1</b>	<b>592.4</b>	<b>591.6</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>628.8</b>	<b>621.7</b>	<b>612.3</b>	<b>620.7</b>	<b>*</b>	<b>646.3</b>	<b>657.9</b>	<b>652.5</b>	<b>633.4</b>	<b>624.9</b>	<b>630.5</b>	<b>621.7</b>	<b>618.6</b>	<b>616.4</b>	<b>619.1</b>	<b>620.2</b>	<b>617.0</b>	<b>621.3</b>

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Description	SLI			OHI			PD			DB			A			TBI			504			DD		
Number Tested, 1999	206			428			5			1			10			14			220			0		
	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999	1997 (gr 8)	1998	1999
Reading Vocabulary	696.4	697.9	696.3	691.1	682.2	684.5	*	*	*	*	*	*	*	*	*	673.9	*	684.5	754.2	707.1	704.2	**	*	N/A
Reading Comprehension	689.4	686.9	688.0	681.0	668.0	669.3	*	*	*	*	*	*	*	*	*	661.3	*	669.3	738.3	693.2	692.5	**	*	N/A
<b>TOTAL READING</b>	<b>691.2</b>	<b>690.1</b>	<b>689.8</b>	<b>684.2</b>	<b>673.2</b>	<b>674.8</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>666.8</b>	<b>*</b>	<b>674.2</b>	<b>744.3</b>	<b>697.0</b>	<b>695.3</b>	<b>**</b>	<b>*</b>	<b>N/A</b>
Mathematics: Problem Solving	679.4	685.3	690.1	661.8	658.9	659.9	*	*	*	*	*	*	*	*	*	650.7	*	666.8	740.9	680.4	675.0	**	*	N/A
Mathematics: Procedures	691.0	694.5	693.8	670.3	666.1	660.3	*	*	*	*	*	*	*	*	*	671.8	*	659.9	758.7	689.2	681.8	**	*	N/A
<b>TOTAL MATHEMATICS</b>	<b>684.1</b>	<b>688.3</b>	<b>691.5</b>	<b>665.7</b>	<b>663.2</b>	<b>661.3</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>658.2</b>	<b>*</b>	<b>663.9</b>	<b>749.2</b>	<b>684.1</b>	<b>677.9</b>	<b>**</b>	<b>*</b>	<b>N/A</b>
Prewriting	646.1	648.1	651.0	630.1	620.2	624.6	*	*	*	*	*	*	*	*	*	629.9	*	612.5	679.2	646.9	648.9	**	*	N/A
Composing	643.8	644.3	649.2	628.4	621.2	617.0	*	*	*	*	*	*	*	*	*	626.0	*	629.1	691.9	656.6	650.6	**	*	N/A
Editing	642.4	646.9	648.5	634.2	627.2	625.7	*	*	*	*	*	*	*	*	*	638.3	*	629.3	693.6	654.0	652.1	**	*	N/A
<b>LANGUAGE</b>	<b>642.6</b>	<b>644.8</b>	<b>648.3</b>	<b>629.5</b>	<b>622.6</b>	<b>621.4</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>632.2</b>	<b>*</b>	<b>625.0</b>	<b>695.8</b>	<b>651.7</b>	<b>649.7</b>	<b>**</b>	<b>*</b>	<b>N/A</b>

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N/A No students were tested in this category.